

## Union splits over redundancy action

by David Jobbins

A split is developing among leaders of the college lecturers' union following the latest failure of the national joint council to resolve the dispute over the redundancy agreement which the management side is unable to make binding on a handful of education authorities.

Behind the general sense of frustration and a recognition that time has come for a determined show of strength, opinions differ widely about what should be done.

One body of opinion on the executive of the National Association of Teachers in Further and Higher Education favours the ultimate step of withdrawal from the council. This view has become more widely accepted since it was first deflected some three months ago when questions about the management's ability to deliver the goods were raised. It filled then after an intervention by officials who felt the losses would be outweighed by the possible gains.

The majority view favours the less extreme step of acknowledging that talks have broken down and proceeding to arbitration, backing this policy with the threat of industrial action against the management if it fails to honour what the union regards as a solemn national agreement.

Which line prevails at the Nutfhe executive early next month depends heavily on the outcome of what is likely to be an intense lobbying by those who regard the joint council as an important step towards achieving the union's policy of removing pay from the statutory strait jacket of the Burnham further education committee.

The management side share this aim but the union's view is undergoing a change accelerated by a fear that if the council cannot bring all its members to implement the redundancy procedures agreement, it will have equal or greater difficulty with other issues in the future.

An estimated 20 out of the 100 education authorities in England and Wales are digging in their heels and refusing to be forced to observe the one-year provision. Their resistance means that the agreement is consigned to an appendix of the codified document which was designed to bring together all nationally negotiated agreements reached with the unions before the joint council was set up earlier this year.

It has the status of a recommendation which authorities are free to recognize or not, according to the management side. The refusal to elevate it to the status of a full binding agreement led the union to warn that management that not only the future of the codified document but of the whole council was once more in the balance. The trials of the last few months have had the effect of hardening opinion within the Nutfhe leadership about the redundancy procedures agreement and the one-year's notice provision. The year's notice has now become sacrosanct and attempts to renegotiate the agreement are likely to founder because of union insistence.

The executive is also certain to reject the management's latest offer designed to implement the Clergy recommendation that research staff in the public sector should be brought into the lecturers' pay machinery.

Roughly half the 1,000 public sector research staff in the public sector are not on Burnham or Burnham-related scales.

A further meeting of the Burnham further education committee is likely next month when chairman Mr John Worrell will decide whether to go part-timers' pay have broken down before he agrees to refer the issue to arbitration.



National Union of Students president Mr David Aaronovitch hands a petition calling on the university vice-chancellors to reconsider their decision on lecturer training to Mr Brian Taylor, executive secretary of the Committee of Vice-Chancellors and Principals. The petition was signed by 40 university union presidents. Also pictured are Mr Andy Pearman, NUS vice-president for education (left) and Mr Don Bennett, CVCP assistant secretary responsible for lecturer training (background).

## Out-of-date equipment worries UGC

by Ngai Cregier

The University Grants Committee worried that universities' equipment is not keeping up with technological change.

In its annual survey for the academic year 1978-79, published a week, the committee says it continues to be concerned about the ability of universities to maintain their stock of scientific equipment at standards which keep pace with improvements in knowledge and modern techniques.

But it says that as the equipment grant escaped the cuts imposed in the summer of 1978, it is welcome recognition by the Government of the importance of the matter.

The survey also notes the position of seven universities which had difficulty in housing students in 1977 has worsened and the number of student residences fell from 100 per year in 1971-72 and 1972-73 to only 775 in 1977-78. Less than 10 extra places were begun between latest public spending cuts and all residence projects to be done for the foreseeable future.

The UGC also highlights dangers of falling student numbers, which it is likely to be substantial over the next three years. It fears a loss of skilled and highly trained power in the future in a number of key areas.

University Grants Committee annual survey, academic year 1978-79. Published as Command Paper 79. Ministry of Education Stationery Office Price £2.40.

## OU switches channels

Open University programmes are to be dropped from BBC Radio 3 during normal broadcasting hours from next month.

The move means that students will be forced to listen to their programmes either before 7 am or after 11.15 pm. The number of OU programmes on Radio 3 are also to be cut from 26 hours a week to 21, reducing the overall total on BBC radio to 25 hours instead of 30.

The decision, which follows protracted negotiations between the BBC and the OU, reflects the university's general policy to move away from open broadcasting on radio to the distribution of cassettes to students.

Since 1976 the number of individual programmes put on cassette has risen from 30 to 140, with 200,000 copies being sent out every year. Next year the total available on cassette will rise sharply to 240.

## 'Open door' scheme boost

The Social Science Research Council's experimental 'Open Door' scheme is to be extended for three more years in spite of major teaching problems.

It will be relunched in the New Year with a shorter, less complicated, screening procedure. This follows a review which revealed that the scheme has not been as successful as hoped.

The Open Door scheme was set up three years ago at the initiative of the council's management and industrial relations committee.

It was intended to be a radical break with traditional approaches to academic research and provide an opportunity for those outside the research community to come forward with useful and relevant ideas and problems.

But from the start, the scheme hit a number of obstacles. In the first three years only five projects have been given the go-ahead and there are only five more in the pipeline.

One of the small total of 24 formal ideas which were put to the scheme, nine were not formulated because of the time scale which the proposers found lengthy and impractical.

Each applicant had to be screened by a consultant before going through the normal complicated council committee procedure. In a couple of cases the proposal was rejected because a relevant researcher could not be found.

The chairman of the SSRC's management and industrial relations committee, Professor David Chambers of the London Business School, said that the screening procedure has now been shortened, and a new steering committee will be concentrating on a small, quick project.

However, he is now confident that the steering committee can find out the teaching troubles. "I think it is a modest scheme that will capture and get research going on subjects which would not have been started otherwise," he said.

## Boyson

continued from the first page  
conflict of independent college university students' complex of extracurricular grant and loan system and the complicated process of constructing a financial aid system for each student from an array of six federal programs and countless private and non-profit sources.

But plans have been made to cut the number of American students going to the way the United States has built up its grant and loan system, to satisfy a growing demand for a more diverse system of higher education.

Over lunch in Washington, Boyson told a small group of officials that he had been on three specific points in four of more than a dozen and a half years of experience in the administration of student aid.

But it is likely that the move to withdraw from the NJC, which is not associated with any political or ideological grouping on the executive, will be defeated by those who believe that the move will be lost than can be gained.

Many officials and members of the executive believe that the main objective of fighting corruption, redundancy and protecting the educational service is likely to be achieved with less difficulty within the NJC than outside it.

There are plans for delegations to a number of authorities in the United States, where the level of redundancy and the difficulties over administration and negotiation are said to be worst.

The price of *The THES* has been raised to 35p. We regret this but it has been necessary to increase the price of the paper to cover the cost of rising paper.

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## University job security in danger

by Ngai Cregier

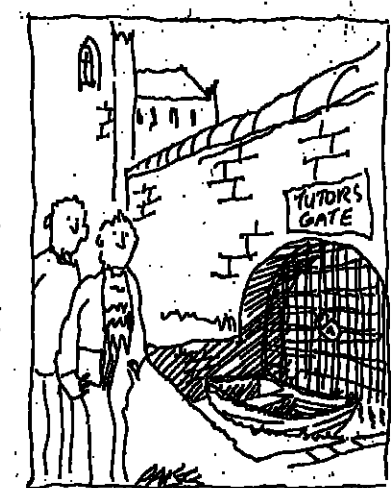
The traditional 'job for life' security enjoyed by university academics may be in jeopardy after a decision by vice chancellors to find out where they stand in law.

They are to produce a detailed report on tenure which will spell out the legal problems involved in shedding staff, the restrictions imposed by university charters and statutes and the arguments for and against a system which has historically protected academic freedom but now imposes a severe burden in the face of the need to be flexible.

The decision taken at a two-day conference at Heriot-Watt University was prompted by the response to a survey carried out in March which revealed great ambiguity about the extent of 'protection' tenure gives to academic staff and the diversity of university statutes on the question of dismissal on grounds of redundancy or otherwise.

Some vice chancellors have already individually taken legal advice on redundancy but no common view has emerged. One view has been suggested that a test case should be brought to try to air the issues. Case law on redundancy is notoriously confused.

The decision to produce the



paper, which may or may not be published, comes as vice chancellors increasingly accept that they must rationalize the universities before outside agencies force them to do so.

At the conference the Committee of Vice-Chancellors and Principals discussed rationalization for three hours and were concerned mainly with the mechanics of how to achieve it.

The research paper will set out

the dilemma of trying to protect the legitimate interests of individuals while preserving a sufficient degree of flexibility for all universities.

Vice chancellors split into two broad groups—those who, if redundancy were necessary on a large scale, would want a nationally administered scheme, and those who would oppose any national scheme or united approach.

A nationally administered scheme would be costly and it is unlikely that the University Grants Committee would fund one except as an initiative. The UGC has talked in the past of encouraging staff mobility and early retirement.

At the moment universities are avoiding compulsory redundancies by pursuing policies of natural wastage, redeployment, and frozen vacancies but the impetus for rationalization is clearly gathering strength.

At the conference Sir Peter Swinerton-Dyer, vice chancellor of Cambridge University said in a private paper that the choice was not whether to accept or refuse rationalization, but a choice for the universities to implement it themselves or have it imposed upon them. Rationalization, he said, was a dirty word in academic circles and the first thing to be done was to change the climate of opinion.

Although the universities proba-

bly had a good record, "... we are certainly not perfect, and it would be unwise to defend on academic grounds arrangements which we maintain largely from inertia. Whatever may have been the case in the 1950s, we can no longer regard the cry of 'academic freedom' as a shield which will protect us from all attacks."

"It is important to emphasize that the financial benefits of rationalization are not immediate—though they could be made so if rationalization were to be combined with redundancy. Moreover, rationalization is not a thing that can be achieved overnight. If the benefits of it are to come when they are needed, it has to be embarked on while the need for it is not yet obvious to everybody."

Of the Atkinson report on Russian studies he said the University Grants Committee "... can do nothing to implement (it) except by under-cover arm-twisting or by acquiring powers to issue detailed directives to universities. But the (report) was exceedingly mild compared to anything an outside rationalizer would produce."

Vice chancellors reaffirmed their decision to phase out financial support for the Coordinating Committee for the Training of University Lecturers.

## Six hundred posts at risk, claims union

by David Jobbins

Six hundred polytechnic and college lecturers' jobs are at risk, leaders of the National Association of Teachers in Further and Higher Education will be told this weekend.

A paper prepared for a key meeting of the union's executive shows that the general picture of formally advertised or indicated redundancies in vocational and retraining courses, due to be published by the Department of Education and Science next month, are likely to be based on a major study initiated by the previous Labour Government and never published.

Dr Rhodes Boyson, the DES under-secretary, announced this week that the new document would suggest ways of reducing the financial and administrative obstacles facing universities and colleges which want to mount short, part-time courses instead of traditional full-time courses leading to academic qualifications.

The ground was covered by a civil service team set up in the aftermath of the Labour government's discussion document, *Higher Education into the 1990s*, at the end of 1978.

A group of officers drawn from the DES, the Department of Industry, the Department of Employment, the University Grants Committee and the local authorities was set up to look at the implementation of proposals in the discussion document for a vast expansion of adult and continuing education in universities and polytechnics—proposals grouped together in the document under the title Model E.

The civil service team, described as the Model E Reconsiderance Study Group, eventually produced a report extending to more than 80 pages. It has remained unpublished but a copy has been obtained by *The THES*.

In it, the reconsiderance group expresses serious doubts about the ambitious expectations laid out in Model E, and particularly the hope that by running more mid-career and adult education courses the higher education system would increase the proportion of students drawn from the working class.

It says: "We think a distinction must be drawn between increasing participation in higher education by working class school leavers and extending the opportunities for mature students whether they seek initial courses or continuing education."

Research suggests the differential participation in higher education between different social classes reflects decisions taken well before the age of 18, particularly when decisions are made whether or not to stay at school. It is difficult to see how the higher education service, as such, can do more than play a partial role in reducing this differential.

The report nevertheless discusses a range of measures which would achieve the more modest aim of attracting mature men and women who failed to enter higher education at 18 into the system, and providing systematic opportunities for older people in employment who want to top up their education at a variety of levels.

The most radical proposal is to use the present of tuition fees as a lever to encourage specified groups of students to return to higher education. The report suggests that students aged over 40 could pay less, or that courses in mature students' fields of interest should be a lower cost, or that mature students could levy lower fees.

## Second chance for Model E proposals

by Peter David

New Government policies to encourage higher education establishments to run more mid-career and vocational and retraining courses, due to be published by the Department of Education and Science next month, are likely to be based on a major study initiated by the previous Labour Government and never published.

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## Boyson warns of further retrenchment

by Peter David

In a major speech on the Government's higher education policy this week, Dr Rhodes Boyson, DES under-secretary, warned the universities that they faced a period of severe retrenchment in which priority would be given to courses which were seen to benefit industry and the economy.

Speaking at the Royal Veterinary College in London, Dr Boyson said that although the Government hoped to maintain level funding and "broadly" the present number of students in universities, a worsening economic outlook could bring even these modest plans into jeopardy.

"As a government, we have a special interest and concern in the higher education system's ability to maintain level funding and respond to the country's economic needs. We think it vital to give continuing support to those higher education courses which produce graduates with the skills and motivation to foster growth in industry, commerce and technology."

He confirmed that the Government had high hopes of a new exercise designed to co-ordinate higher education planning with the

whole higher education system—both the university and maintained sector—to long term economic and industrial factors.

What I want to see emerge is not a specific manpower plan for higher education but rather the attainment of a balance to ensure the rationalization of existing resources and also to ensure, as best we can, that this balance corresponds to the likely demand of its output.

In the shorter term, the University Grants Committee was already reviewing subject priorities "in the country's interests" which could result in guidelines to universities.

"The UGC is currently engaged in a series of consultations with universities. The object of the exercise is to consider the implications for universities of the Government's expenditure plans for the next few years in terms of student numbers, entries and subject balance. This detailed planning exercise is nearing completion. I hope I shall have the opportunity of discussing its findings with the UGC later this year."

Dr Boyson wants to see balance between the university and maintained sector—to long term economic and industrial factors.

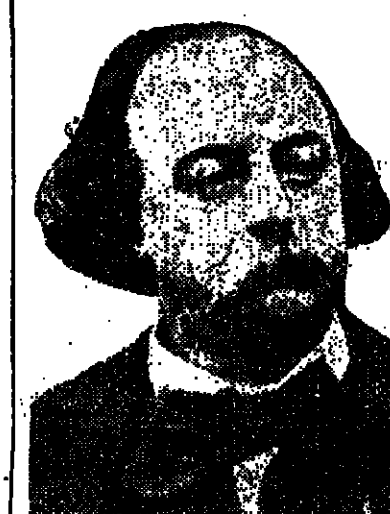
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## Contents

Gustave Flaubert



Anthony Thorlby reviews Francis Steegmuller's new edition of Flaubert's letters between 1830 and 1857, 11

## Modern languages

Francis Higman discusses the future of language studies in universities, 9

## Dutch backlash

Lionel Cohen reports from Holland on the swing back to autocratic efficiency in higher education, 6

## University presses

French colonialism, Strindberg's plays, and baboons are among the subjects of new books from university presses, 11-16

## Keeping note

William Taylor argues that academics' often need to pay more attention to the most mundane study skills, 31

## Two vice chancellors

Ngai Cregier interviews the new vice-chancellor of Aston, and Patricia Santinelli talks to Dr Clifford Butler, new chairman of ACSET, 7

## North American news

Overseas news 5  
Books 11-21  
Science books 15-18  
Noticeboard 22  
Classified index 23

## Opinion

Union view (APT), Christopher Price MP, Don's Diary 29  
Laurie Taylor, Letters 30  
Leaguers (DES policy, ACSET), William Taylor 31

## Tories attack Arts Council

The Federation of Conservative Students this week launched a two-pronged attack on the Arts Council for funding left-wing groups, and the National Union of Students who in a new campaign do not discriminate between the two sides likely to be involved in a world war. She dismissed the accusation as "just another example of FCS paranoia."

NUS is one of the 12 organizations linked with the Youth for Peace campaign which has made clear it is not unilateralist. FCS, which has been moving rapidly to the right, voted at its Easter conference for a "peace with arms" policy and has expressed support for Cruise missile bases in the United Kingdom.

## Teachers boycott Carlisle's advisory quango

by Patricia Santinelli

The National Union of Teachers (NUT) next week's meeting of its reconstituted 'Advisory Committee' for the Support and Education of Teachers (ACSET) unless there is a last-minute intervention by the Secretary of State for Education.

In a letter to Mr Mark Carlisle this week, Mr Fred Jarvis, the union's general secretary, says that the NUT will not accept any recommendations made by the committee unless the recommendations are made by the NUT itself.

This is the culmination of a long battle between the union and the Secretary of State which reached its peak last month when following a NUT donation, Mr Carlisle rejected any change in the composition of ACSET.

Mr Carlisle argued that the NUT members of the committee would be supported by two of the direct-

nominated representatives who are serving teachers and a review of the membership would mean more delay and risk upsetting the balance between unions and other teaching bodies, as well as between teachers and local authority organizations. He said as the committee was to be an advisory not a decision-making body, no votes were going to be taken.

Mr Jarvis replied that since ACSET has been reconstituted at a time when the Government is generally attacking quangos, it is as important a body and as important a membership as any other.

Mr Jarvis also attacked the Secretary of State's contention that size of representation was really unimportant. Why in this case had it felt it necessary to give five places to the Association of County Councils and four to the Association of Metropolitan Authorities? If it was in a hurry to get the committee reconstituted, why would it not have had more than 10 members?

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would provide support for the views of the teaching profession as a whole. This not only went completely against the concept of ACSET which was meant to represent the viewpoint of organizations rather than individuals.

Moreover the nomination of individuals was very partisan: the question of voting had been taken by the previous committee and would undoubtedly be taken by ACSET. The present composition of the committee would be possible for individual individuals to vote against the rest of the membership.

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# Dr Boyson to decide on poly funds

It was a source of the bitterest cynicism that in the discussion document *Higher Education into the 1990s*—the most important Govern-

The present had produced "the most extraordinarily non-results in



In higher education he singled out the retention and academic diversification of the former teachers training colleges as an example of the influence of local authorities

Dr Miller called for the establishment of a new staff college, run by those at the top of their educational fields, to give a lead in the formulation of policy. A small number of existing colleges could also be converted into specialist institutions for priority subjects such as engineering.

A DES group has been working since February to devise something better than the arbitrary formula used last year to distribute cuts in the pool to individual utilities. That formula resulted in some utilities facing cuts of more

## Closed shop agreement could mean sack for some

"Educational freedom of the teaching profession... should be likened to that of freedom of Press," the group's secretary,

to discuss the Leeds agreement and the propaganda advantage has given APT—when it meets weekend. Although moves to persuade the Leeds branches to revivethe deal are improbable, a fur-

value", he added. "With decline of emphasis on this so-called fundamental research in government research establishments, it is particularly important that it should be allowed to flourish in universities."

was intended to be a local exorcise. Next year, local authorities which have been unfairly penalized are able to claim compensation; the money is handed out the following year. The local authorities pressing the DES for

being submitted on November 1, 1935, and Nalco's national officer for technical work having been done

## Carlisle denies fees charges

The clerical staff are claimed to be twenty per cent and have accepted an interim award of thirteen p

except to bear in mind other public service pay increases. One option open was an 18-month deal changing the settlement date to April. The conference drew up a h

There was no liability on the university's part and the student, the only person against whom a claim could be pursued, returned overseas.

## Scottish lecture

men there are the makings of success. In recent years this county has often lacked a spirit of enterprise. This does not apply in Nottinghamshire; and I wish your venture every success."

## Scientists 'must maintain status'

grievance, the bitterness and dissatisfaction felt by government scientists as a result of recent decisions to reduce drastically both their numbers and their pay", the IPCS stated.

is wanting as regards proper preparation, detailed costing and convincing argument", says FAOLS. "Yet, in an unprecedented breach of the Government's commitment to enter into consultations, those parties

in Scotland has organized a wave of action against the closure beginning on October 13. It will include boycotting of lectures, rallies in college town centres, and petitions. Hamilton College has

The Finnish student union offered to hold this meeting early at the same time as the Student Forum in Denmark.

Eleven polytechnic libraries reported cuts but few were able to give percentage details. They included cuts in the book budget of 70 per cent, with an average of 10 per cent.

over of staff. The survey showed that staff vacancies were filling in seven polytechnics, replacement were delayed in two and authorities were operating emergency measures.

The three part scheme has split into areas covering the long capacity of the community, the approach to social policy, and the community sector.

technicians have told the  
unfair for them to bear  
costs of inflation  
rates, since higher adu  
national advice.

Over five years, starting in 1980, the grant will be reduced and a

was likely to be cut it set up internal working party to review its work and examine alternative sources of finance.

as a result of recent decisions, to reduce drastically both their numbers and their pay", the IPCS stated.

Government's commitment to enter into consultations, those parties most directly involved have been denied the opportunity to challenge

petitions, Hamilton College has already collected 20,000 signatures opposing the Government plans.







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## Charlotte Barry looks at the background to the troubled Cadbury's liberal studies institute

### Adult workers' college reopens after five-year dispute

Fircoft adult residential college reopens this week to the accompaniment of heartfelt cheers from the world of adult education. Its re-opening on the scene after five years' closure follows lengthy negotiations in which attempts to reopen the college and its unique liberal studies course nearly foundered.

Fircoft was set up in 1909 as a working men's liberal studies college by the chocolate family Cadbury's, and was administered by their trust until 1925.

It stands on six acres of garden about four miles from the centre of Birmingham on the edge of the campus of the eight Gak Colleges.

The college was closed in 1975 following a revolt by students in which the governors claimed they were aided and abetted by the tutors. The row, which revolved around student complaints that the college was run in an authoritarian way by the former principal, Mr Tony Corfield, culminated in a student occupation.

A government inquiry into Fircoft's troubles, chaired by Mr Andrew Leggatt, QC criticized all the groups involved and recommended it should be reopened as soon as possible after the principal and four tutors had been sacked. The governors decided to retain the principal but dismiss the tutors who claimed they were being used as scapegoats. Later an industrial tribunal, brought by their union ASTMS, ruled they had not been unfairly dismissed.

Subsequently the exact form of links with the TUC was a major hurdle preventing the reopening of the 70-year-old college. Deadlock was reached in 1978 when the Charity Commissioners objected to a proposal for a 51 per cent TUC majority on the governing body, saying this did not comply with the non-political objectives of the Fircoft trust.

Finally a new initiative came late last year from the Rev Paul Clifford, former president of the Selly Oak Colleges. A new constitution was drafted and new governors appointed. Chaired by Mr Clifford, the new Fircoft trust consisted of members of national and local educational organizations, representatives from industry and local government and for the first time two student nominees. It is totally independent from the TUC.

The trust, which is chaired by Christopher Cadbury, the chairman of the former governing body.

Local authorities and the lecturers' union are in a bitter row over another issue which the Clegg Commission said in its report earlier this year should be sorted out. The anomaly at issue this time is how the pay of the 1,000 or so research staff working in the public sector—most of them at polytechnics—should be brought into line with the Burnham pay scales.

There are no national conditions of service or pay agreements for research staff and a management/union split working party has been working at the question of introducing a measure of uniformity into the patchwork of different arrangements.

The process was given a fresh boost by Professor Hugh Clegg's report in April. He said that the union had been mounting at the slow rate of progress, and the commission's remarks were eagerly seized on.

Mr Clegg specified, in observing that research is an integral part of the academic function, that it should be in accordance with good industrial practice for the salaries and conditions of research workers to be negotiated along with those of teaching staff. The report said unequivocally:

Earlier this year a new principal, Mr Brian Wicker, was appointed as well as three tutors. The DES agreed to fund the college for five years, with a review at the end of that period. They also agreed to provide grants for the students.

However the new appointments were made against a still simmering and acrimonious background. The ex-tutors demanded reinstatement and were refused on the grounds that the new governing body had no obligation to the former staff. They appealed to their colleagues not to apply for the new jobs, but there were nearly 400 applications. Since then the Society of Industrial Tutors has backed the college but ASTMS has taken no further action.

The new principal, Mr Brian Wicker, is an exceptionally mild-mannered man in his early 50s with a slightly hesitant manner and an unruly shock of prematurely white hair.

A former lecturer in English in the department of extramural studies at Birmingham University, he came into adult education as the result of a series of happy accidents.

Before going up as a scholar to St Edmund's Hall, Oxford after leaving school in 1947, he did his national service. As a sergeant instructor in the education corps his task was to teach semi-literate soldiers. It was his first experience of adult education and he found it bitterly frustrating.

It was so hopelessly unsatisfactory locally that he was always being put on charges or carried off to peat potash when they should have been being educated," he said.

Simultaneously he was encouraged by being sent to courses at various adult residential colleges. "They were probably the most important educational experiences I ever had—more than university. They were intense experiences of a kind of intellectual awakening."

After leaving Oxford Mr Wicker was at a loose end. "Like most arts graduates I didn't have a clue what to do except I wanted to get married," he said.

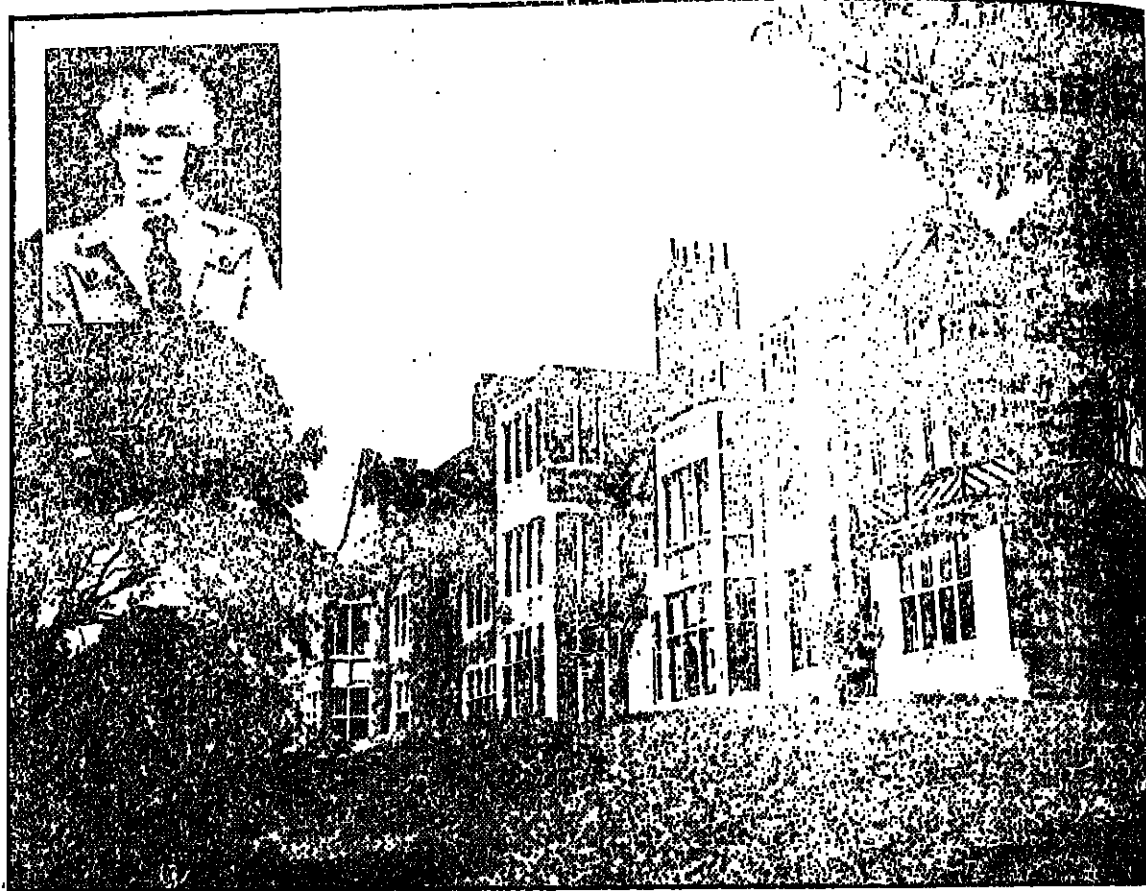
Eventually he started out as a graduate administrative trainee with the old London County Council in charge of an outside contract to mend the sewers ("a deadly job").

He switched to the youth employment service after a fortuitous meeting at a party.

In 1956 he moved to the appointments board at Birmingham University.

Local authorities and the lecturers' union are in a bitter row over another issue which the Clegg Commission said in its report earlier this year should be sorted out. The anomaly at issue this time is how the pay of the 1,000 or so research staff working in the public sector—most of them at polytechnics—should be brought into line with the Burnham pay scales.

There are no national conditions of service or pay agreements for research staff and a management/union split working party has been working at the question of introducing a measure of uniformity into the patchwork of different arrangements.



Fircoft college, set up by Cadbury's in 1909 as a liberal studies institute, closed after a students' and tutors' revolt in 1975. It has now reopened with a new principal, Mr Brian Wicker (inset).

and following another lucky accident became a lecturer in the extra-mural department.

A well-known Catholic layman, Mr Wicker describes himself as "ethical rather than religious". A Roman Catholic convert, he is national chairman of Pax Christi, the Catholic peace movement. He has been heavily involved in the Christian/ Marxist dialogue for some time and is on the editorial board of "New Blackfriars" as well as being connected with "Slant", the socialist Roman Catholic periodical.

He is a semi-professional clarinet and saxophone player and collects antique clarinets. As a reserve in the Birmingham Philharmonic Orchestra he is a member of the Association of University Teachers. Mr Wicker's other interest is the expansion of educational information and advice services for adults. He was instrumental in setting up ALECE, the adult learners' enquiry centre, in Birmingham central library.

Now he faces the major task of reopening Fircoft and adapting its traditional ideals and values to the 1980s. From its foundation a principal aim of the college was to prepare people for service in the community rather than self-advancement. In its heyday it placed much more emphasis than the other six adult residential colleges on community life which included shared household and garden duties.

"One of my problems and one of the things we must think about and work out is how far and in what way we should try to recreate that kind of environment in a way that is appropriate to the 1980s," Mr Wicker said.

Inevitably more students are now more likely to go on to higher education or vocational courses rather than return to their former employment.

Today, the college reopens with 40 students. For the first time seven of them are women. As in the past, they have been selected by a system using referees, a short essay and an interview. Preference is given to those whose early education was limited. "What we are looking for is potential rather than achievement," said Mr Wicker.

The students are also expected to have shown some interest in study as adults and have developed an active role in their community, as for example trade unionist, community activist or member of a religious organization.

Also, as in the past, no examinations will be set during the one year's course and no paper qualifications will be given at the end. Students will study in four broad areas—economics, political and social studies, industrial studies,

and humanities and the arts. They will work at their own pace in seminars and tutorials and their continuous assessment will be supervised by outside advisers.

The major change in the running of the reopened college is the nature of student participation, which was a crucial issue in the dispute. Then the college governors were criticized for not allowing a students union, for dictating how cash for student activities should be spent and for failing to consult them over the education programme.

Now, as well as two student governors, there will be student representatives on the disciplinary committee and the academic board. The common room, which includes the academic and domestic staff as well as the students, will be a central place. But Mr Wicker is anxious that the students have their own separate forum.

"I am going to recommend to them that they affiliate to the National Union of Students," he said. "This is so they have a kind of forum that is theirs exclusively where they can discuss their problems."

"How it'll all pan out we don't know," he added with a hint of apprehension. "It's going to be an exciting time this weekend when all the new people arrive."

ment panel is offering from £1,000 to £5,712, adjusted upwards in line with next year's pay award. Initially the management wanted research assistants to teach for up to eight hours a week. The number of hours taught would be a major factor in determining how much research were paid, with those spending eight hours in the lecture theatre placed near the top of the scale, and those teaching fewer hours lower down.

This approach was completely unacceptable to the union people, who regarded it as an attempt to obtain higher education on the cheap. Ultimately research authority representatives refused to offer and offered to limit teaching hours to six and more importantly they should not be related in any way to pay.

The employers have also indicated that lecturers' conditions of service are inappropriate for research staff. Because so many are on local government pay scales, the management officials are on local government pay scales, the management officials are on local government pay scales, the management officials are on local government pay scales.

What surprises the union side is the apparent readiness of the employers to perpetuate a complex arrangement when a simple alternative can be introduced possessing a phased basis with a sliding scale on which they are prepared to be flexible.

The biggest group not linked to Burnham were the 321 paid on scales for local education authority officials. This was the largest single group in the survey—was concentrated in London and the Home Counties. Their five-point pay scale ranges from £3,078 to £4,248 for April this year, compared with the men's L1 scale of £3,777 to £6,948.

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to spread the extra costs, which in view of the low number of researchers involved is not likely to be high, and a readiness to be flexible over the starting date.

A survey by the Local Authority Conditions of Service Advisory Board, which services the NJC, gave a total of 807 research assistants from an 86 per cent return, in line with estimates that the true total is nearer 1,000.

Of these 231 were paid on Burnham (almost all L1), and 104 on Burnham-related points on the L1 scale and a few points below. But more than half—472—were found to be on the bottom-notch of the pay scale, which was concentrated in London and the Home Counties. Their five-point pay scale ranges from £3,078 to £4,248 for April this year, compared with the men's L1 scale of £3,777 to £6,948.

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David Johnson

## Francis Higman considers the proper direction of modern language studies in our universities

### The barriers made bridgeable by language

Where should Modern Language studies in the universities be going? How should we be responding to the multiple and often conflicting pressures exerted by different quarters (better training of teachers, formation of Eurocrats, training of export salesmen...)? Are traditional university courses with their literary bias dinosaurs on the modern scene? In what follows I hope briefly to explore some points, to pose a question of the reasons why some aspects of apparently traditional studies answer essential, and urgent needs, in today's world; second, some implications of my argument in terms of the way Modern Language studies may develop in the next decade or two. In short, I wish to make explicit some of the principles in which any future planning of courses must be based.

I begin with a point derived, not from language or literature studies, but from perceptual psychology. We take it far too much for granted that our perception of the outside world, for example through our eyes, is direct, immediate. You see me, I see you. Although for most purposes in everyday life this is an entirely adequate description of the process, it is not actually true. A considerable, and quite unconscious process of selection and interpretation of the "crude" signals received by the retina takes place in the eye/brain complex, in order to turn the disorganised, unformed, strictly incomprehensible signals received from outer reality into a meaningful pattern.

"Raw" sense data, on their own, are strictly incomprehensible, and require interpretation into meaningful, manageable structures. We do not perceive the world directly, but through the mediation of the senses. "Unmediated reality" exists, yes; but we have no access to unmediated reality, only to the mediated reality processed by the senses and brain.

The process of mediation is, in the present, almost always unconscious, so automatic that we are not aware of its happening. As a result, we forget the existence of the process, and we take our mediated perception of reality as if it were a direct perception.

The process is considerable: measures acquired, learnt; and it acts reciprocally: the skill in sensory interpretation, once acquired, thereafter conditions the further perception of our surroundings. A simple example of this is proof-reading: we "see" the sense of what we were expecting, and fall to see the actual misprint.

In practice, within a given society, the differences of the resulting pattern of perception, as between individuals, are minimal. But the differences exist none the less, and are fundamental for they underlie, and make possible, the linguistic and cultural differences which are our subject proper.

My basic proposition is as follows: this same process of interpretation, of extra-forming, is present also at the level of language, and at the level of cultural formulation (of which, for various reasons, literature happens to be a highly significant part). Let us take each in turn.

The most basic human emotions—fear, hate, love, pleasure—can be felt without language. Certain aspects of human experience are so deep, mental activities which we cannot express without the use of language. If we wish to reflect on our experience, grasp them, understand them in more precise detail, above all communicate them to others, these feelings, emotions, thoughts have to be formulated into linguistic terms. However, that process of linguistic formulation inevitably deforms the raw material of experience, in order to make it conform to the structures of language. Two events experienced simultaneously can only be formulated in chronological sequence (whether in interior monologue or in discourse). Or again, we "hunt around" for the right word, when the exact measure of our feelings, individual, incommunicable, we fall back on the commonest, the approximation of our

rent usage which is the only available medium of communication to others. The distance between experience and expression may be reduced in some brilliant stylistic crystallisation; it is never eliminated.

Language, therefore, is not a complete reproduction or a direct transposition of the idea to be expressed; it imposes a selective and formulating grid (available vocabulary, necessary syntactic structure) on the raw material of experience. Immediately the differences between languages become of profound importance. However, just as sense perception of the process of interpretation, in normal circumstances, is not observable, within a single language system it is strictly impossible to observe this process of linguistic conditioning, since the given language contributes to a certain formulation of the world, that language will necessarily appear adequate to the formulation. The formulation acquires an appearance of absolute validity which cannot be challenged by the linguistic system which contributed to its elaboration. Only comparisons between languages, or between different historical states of the same language, can enable us to escape from the vicious circle, and understand the qualitative differences in "world vision" that exist between different linguistic groups.

For example, the French language frequently incorporates into a quite generalized, abstract expression a series of notions which, in English, are treated as separate entities. Thus the word *coup* occupies the semantic field distributed in English between *hit*, *blow*, *knock*, *sludge*, *peck*, *stab*, *cut*, *thrust*, *shock*, *kick*, *punch*, *shot*, *goat*. Or again, the difference between the English "He swam across the river" and the French "Il traversa le fleuve à nage" involves, not merely a substitution of one set of labels for another, but a profoundly different analysis of the action referred to. Such seemingly minor discrepancies are found at every turn in comparing any two languages. By the time you have processed this sort of analysis throughout the whole vocabulary and syntax of two languages, you are dealing with two very different methods of coming to terms with reality, and seeing it correctly, indeed, two different mediated realities.

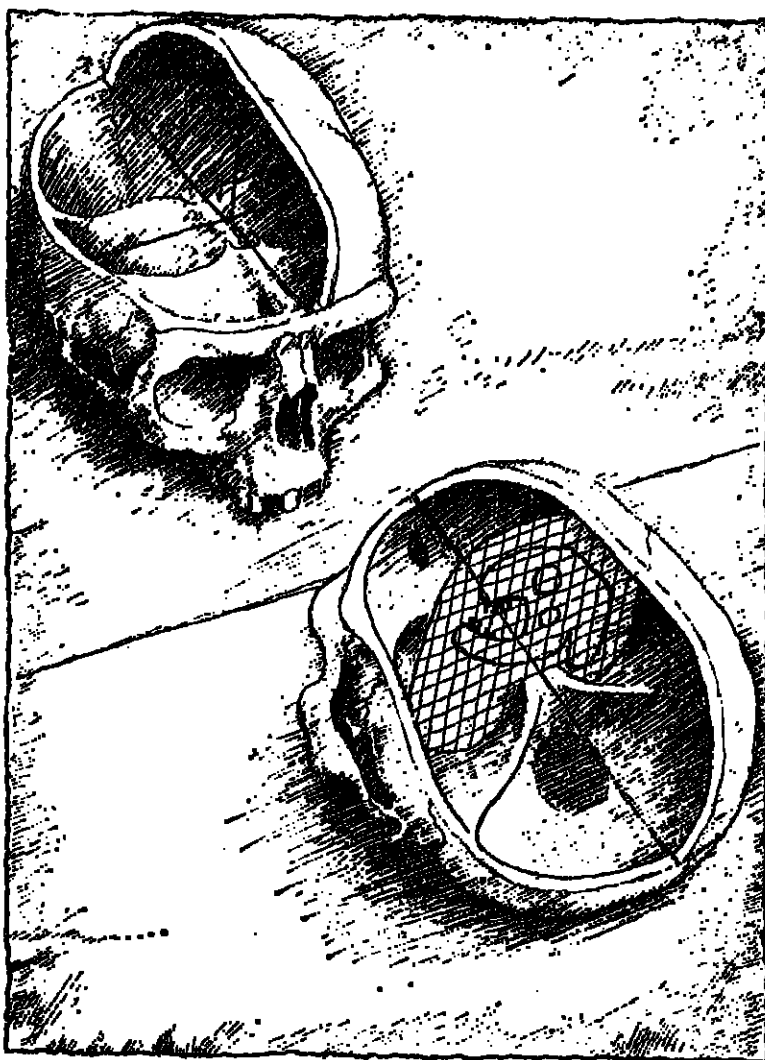
The significance of these qualitative differences between languages is radical for any study of international relations (whether they be administrative, political, commercial, economic, diplomatic or whatever). We cannot begin to understand the French—even less the Russians, even less again the Chinese—unless we know the language they use well enough to perceive the conceptual formulations which underlie their language, i.e. the nature of their linguistically mediated reality.

When Stendhal wrote *Le Rouge et le Noir*, when Balzac wrote *Le Père Goriot*, they were not describing a certain sort of personality. The ambitious young provincial out to make his way in Paris society, of course, existed as "unmediated reality" at the time (in the social mobility of post-revolutionary France). But—remember—we have no access to unmediated reality. It is Stendhal and Balzac who first formulated the type of this character, made him perceptible, turned him into mediated reality. Julien Sorel, Eugene de Rastignac were, so to speak, carved out of the raw material of a sedating multiplicity of potential social types. Once created, the type offered to society an image, the formulation of an identity which enabled people to come to terms with, to understand, the society around them (and, often, to influence real life through young men modelling themselves on "heroes"). The concept, once formulated, also enables us to interpret the world we encounter. Roland Barthes, in *Mythologies*, denounces the way in which lawyers, in a real-life murder trial, insist on explaining the behaviour of the accused according to literary models of psychological causality.

We understand people, individuals, on the basis of these artistic formulations. The same is also true of society as a concept. Take Balzac again: he claimed that Society was the historian, he was only the secretary. His tableau of French life is, in terms of imaginative creation, the most famous of modern novels (almost 3,000 characters in his novels). Yet by comparison with the actual society of his time, it is a minute selection (Paris alone had almost a million inhabitants). How much visionary intuition, how many arbitrary value judgements, are involved in carving out, from the unmeasurable, chaotic, often contradictory information available around him, his remarkably limited number of representations of human behaviour? How many other possible carve-ups might have been adopted? In the event, the Balzacian schema, vision of social forces, has been amazingly successful. Modern socio-economic analyses base themselves largely on Balzac's vision; but it was Balzac who created the imaginative model which enabled later generations to develop the heavily materialistic criteria which underlie most modern social analyses.

Several important points arise. First, beware of the facility with which we say "of course it was there all along, it's just that Balzac (or whoever) was the first to put it on paper." If it was there all along, why did no one notice it earlier? But to put another way, a certain eminent professor, wanting to point out the mediocrity of the novel he was reviewing, this book had not been written, would we have missed it? Come to think of it, to put it another way, the question is: *Is it this that affirms the ongoing validity of the "language and literature" format. The study of the formulation of human experience, the understanding of human psychology in the individual's relationship to the world and society around him, must take into account the social levels at which the process occurs. Thus the interrelations of language and literature as formulators, on different levels—and even more specifically, the study of these processes from the linguistically and culturally external into the internal foreign language and culture—are highly significant.*

A brief word, in conclusion, about the implications of what I have been saying. I have been drawing attention to the study of a



world come from? How do they evolve? Of course the answer to that question is extremely complex. But within the complexity of causes, the work of art (visual or linguistic) plays an absolutely central part. It is not as we too frequently assume, merely a reflection of the way of viewing the world shared by a given society; works of art are among the most powerful creative influences on the way in which we perceive the world. They provide us with the imaginative means to formulate, the cultural grille through which our perception of ourselves, other people, society at large, is mediated.

For example, we assume too easily that character types exist objectively, absolutely so to speak, and definitely; description of character types is a neutral, objective observation and transcription. But in fact our notion of personality itself is largely culturally conditioned (as can be seen by any wide-ranging historical survey) and specific character types, by which we categorize the people we meet in real life, can be shown to derive in large part from specific works of literature.

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Western European attitude to love. There are certain features in this attitude, a hostility towards love (as opposed to sex) which are so familiar to generations of young people through the medium of innumerable novels, plays, films, songs, that no one realizes that those features were invented (i.e. formulated, mediated) by the troubadour poets of medieval France.

Finally, I am aware of one glaring objection to be raised: my argument has been based entirely on literary examples as if that were the only form of cultural structure, or formulation that exists, when, obviously, the argument is, when all cultural expression—painting, sculpture, theatre, film—and above all, in this post-McLuhian age, television. There are, however, two points about the written text from which reader is worthy of particular attention:

● Of all the arts (except music) it is the most abstract (it is a more radical transposition from experience than colour blue to evoking it through the written word, or spoken symbol "blue" than it is to seeing it in paint), and therefore the most free in the creation of imaginative models.

● The medium of the world is dual in nature: the words used for literary creation are also the words, the common coinage, of everyday discourse. It was shown earlier that language itself, at another level, is a "reality-structuring mechanism": the interplay between the linguistic and the aesthetic levels of structuration of experience is of major importance in the study of the cultural phenomenon.

continued on page 10

ideas for idiots 20 years later" — but it takes a genius to provide the ideas to create *ex nihilo*, to see what is not there yet. This process is qualitatively different from our normal procedure in life, which involves adopting an existing vision of the world, and using that in order to make sense of the world around us.

Second, it may be objected that these cultural models are artificial constructs, and we should address ourselves to the task of demythologizing, not to that of studying these myths. Not so: just as, in visual perception, we cannot perceive the world directly, but must necessarily sort out visual signals into meaningful mental images, so also some form of cultural sorting is necessary, and omnipresent (there is no such thing as demythologizing men); it is thus essential that the process be studied and understood. Cultural models are indispensable; moreover, the imaginative models of creative art in the development of those models is of central importance, since—unlike any descriptive study of an existing state of affairs—imaginative art is that which, above all, enables the creation of new, previously unperceived models. Creative art is projective, forward-looking, once accused of practising a literature of escapism. He replied that his art, that any art, is not escapism, it is imaginative; and imaginative creation is the only way in which we can get beyond the existing world and create an aim towards which the "real world" can strive.

A third problem is that the literary and artistic "creative formulations" I have been discussing are all a minority phenomenon; how can we speak of an influence on the whole world vision of a period when only a few have read their Malraux, their Balzac, their Racine? The answer lies in what one may best call "literature of banalization." Once a given model is created, it is adopted, developed, popularized by a whole series of works which are not in themselves creative.

The most striking example is the Western European attitude to love. There are certain features in this attitude, a hostility towards love (as opposed to sex) which are so familiar to generations of young people through the medium of innumerable novels, plays, films, songs, that no one realizes that those features were invented (i.e. formulated, mediated) by the troubadour poets of medieval France.

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It will take some months to unravel the mistake figures for 1980-81, though there are already strong indications that, whatever the level of applications, students are simply not turning up. The Government is committed to making some form of agreement before the end of the calendar year, though ominous the indication of a process on numbers and nationalities which they promise is to take "from two to three years".

It remains to be seen whether any price will follow such a system, though the signs are not good for any radical modification. Any exemption it appeared under



**Ministers could better meet the needs of overseas students within present constraints.**

from the "economic" fees, some research fee awards for the polytechnics, and removal of the outdated "three year" rule, once a sufficiently watertight and comprehensible definition of "ordinary residence" is found. We might even see the employment of the classic device used by successive governments — the phasing out of one scheme of fee awards with minimum publicity and the introduction of another, with more publicity, as a means of making a new scheme, with maximum publicity and no net increase in the number of students actually assisted.

And what if Labour Government is returned at the next election? Even if the economic situation has improved by then the "ratchet" principle of policy retention and amendment is likely to be applied. The Government's acceptance, implicit in the Education Select Committee's interim findings on the overseas student fee issue, of the principle and basis of the present system has already been worked out by the Department of Education and Science.

So we are faced with a fundamental change in overseas student affairs without a clear rationale for such a policy, save that of the "overriding need" to cut public expenditures. It is clearly unrealistic for one to emerge suddenly and naturally in the wake of such an ideological assault and declare that "full open" access is realistic to expect the present administration to begin to take the responsibility for its decision by devising a better framework for this, but insignificant mix of educational and foreign policy. No longer should overseas students be left out of the consideration of government education matters and the Department of Health and Social Security (DHSS) could and should ditch the pledgehammer of barring overseas students from the National Health Service to crack the nut of "buses" and recognize that overseas nursing students should be allowed to work in the United Kingdom, if a financially viable public health service would be in a better state than it is.

The Overseas Development Administration (ODA) should admit that it neither has the cake nor the ability to eat it and should therefore encourage its parent department, the FCO, and the DES to seek other ways of meeting the training needs of the developing world in order to supplement what it can itself provide. More long-term use could be made of its own funds in the way

of partial support for more students. The Department of Education and Science (DES) could break out of its Euro-centredness and combine the resolution of the ordinary residence test with the academic selection of reciprocal educational arrangements with other countries—not just within the Commonwealth—and between institutions here and abroad. It should also be part of its responsibility to ensure proper and adequate support for the needs of students at an institutional level and that encouragement can only work when the department, the L.A.s and the UGC put an end to the successful slogan of different redefinitions, and policies and last-minute fee increases that have chronologised recent years.

Finally we come to the attitudes of the "let us... administrators" of the "let us... government" toward overseas students, who will be free from the stereotypical Third World students of the 1960s and 1970s. If students need to have a sense of the nature of a future and just to survive here and paradoxically as it may seem, if the continued existence of the department depends on them, resentment must be replaced by goodness. Unfulfilled expectations, lost opportunities would result. This is why the analysis of the requirements of overseas students in the Grubb Institute report of 1978 is so important. It is not to be done, even with its emphasis on proper pattern of responsibilities. In short unless a clear "close relationship" is established at the government level, the government we shall be failing overseas students and ourselves, too.

The author is executive secretary of the United Kingdom Council for Overseas Student Affairs.

## Barriers bridged by language

continued from page nine  
process, the process of cultural and  
linguistic formulation as the centre  
of our work. Not the reading of  
books in order to acquire a new  
knowledge of French/German/  
Russian literature, but the concentra-  
tion on the way in which, in  
each of these countries, users of a  
given language have creatively  
formulated "new" experiences;  
how these formulations have sub-  
stantiated, have dominated; how  
they have then become the cultural  
artifice which conditions the further  
coming in terms with understand-  
ing of life.

If we are concerned with the process rather than the survey, then our teaching programme needs to be much more selective, to illustrate the process, than was the case in the traditional "depuis les origines jusqu'à nos jours". We need to be selective, because the process itself makes heavy enough demands;

② The creative formulation: no human creator works *ex nihilo*. The observation of cultural formulation involves some exploration of the factors that went into the author's imaginative melting pot. For example, Balzac again: Balzac was fascinated by the science of his time, and used scientific concepts heavily in the creation of his imaginative universe.

We need to know at least enough about the state of knowledge in electricity, energy, paleontology, zoology, psychology in the 1820s and 1830s to understand how Balzac took concepts from those disciplines and wove them into his imaginative model of human and social behaviour. Or Lancelis, in *Liaisons dangereuses*, wrestling with problems of morality developed by the philosophers of the preceding generation: we can only understand his formulation if we know the problems which conditioned his approach.

● The dissemination of the model: there is an important field of study involving the transmission, evolution, broadening, progressive deformation of cultural models (often through what is regarded as second-rate writing or art). Here an understanding of the process in contemporary society must include a proper study of television as the most powerful means of instantaneous world-wide communication ever invented.

● The application or use of culture models which I have had space only to allude to the extent to which (after) quite unconsciously we model our behaviour in life on certain points formulated models. This point is not at all obvious—but it has been studied as a phenomenon, possibly because we have not fully recognized the radical, and almost universal nature of the phenomena.

In all these aspects of the cultural process, one point stands out: none of them can operate in a vacuum, without constant reciprocal influence; no "other disciplines"—biology, history, psychology, theology and philosophy—are all part of a system of mutual interaction; jor many reasons, approaching the study of any of these phenomena must involve

University is all about: plurilingualism is of the essence.

But within that, the department of Modern Languages Studies has a specific role to play. Besides learning and mastery for its individual idiom, we are today aware of the nature of communication, the nature of conceptualization, the nature of language. Beyond the knowledge of a given cultural tradition, the way in which a culture is itself formed, and values: why any given cultural formula is relative (incomplete) yet essential (culture is the necessary) will come out which is the major handle required (carefully). An understanding of these processes seem to be of fundamental importance and relevance to the future of Europe: administrators, scientists, economists, and teachers, of our society. "All that glitters is not gold." But being a reflection from the "world" in large measure, it is the basis on which that "real" gold exists for us.

The author is the professor of French at Nottingham University.

**The Letters of Gustave Flaubert  
1830-1857**  
edited by Francis Steegmüller  
Harvard University Press, £7.50  
ISBN 0 674 52636 8

by Anthony Thorlby

Here, to mark the centenary year of Flaubert's death, is a new selection of his letters, finely translated into English and scrupulously annotated by the doyen of Flaubert studies. It supersedes his shorter *Selected Letters* (1953), is based on the text of the *Pliéide* edition by J. Bruneau and will, when the second volume is ready, surely establish itself as the most informative and most readable collection outside the complete *Correspondance* in French.

the most celebrated passages are included, many of them in letters written to Louise Colet during the years when Flaubert had resumed his liaison with her—at a distance. He was living then for long periods at Croisset, resisting the invitations of friends and mistresses alike to join him in the literary "Paris" and immersing himself inside the pages of what was to become his most famous novel. An unhappy relationship for the lovers—judged by the conventional standards which Flaubert despised—but a happy confidence for posterity, since he was never again so fully and fully aware of his experience of writing. And it is as everyone now knows, the manner of writing alone which makes *Madame Bovary* the most important event in the history of the nine-

Flaubert wrote on the manuscript of *Madame Bovary* "September 1836" and "April 1856" and when the extracts of the pleasant and the slow production of the short book caused him! Such intensity of feeling and such prolonged solitary dedication, inspired by a purely inward vision, suggests the mentality of a mystic or prophet and the lifestyle of an ascetic. Flaubert's new "hairs shirt" of love of his "hair shirt" yet his sensual temperament and atheist opinions, his recent adventures travelling in the Middle East and his later conviviality in Paris made it difficult to sustain the religious analogy. Even so, the difficulty is presented, the pursuit by the object of his spiritual attention, the agony and the ecstasy, he racked him as he contemplated the person of a very ordinary little woman living in an environment he regarded as utterly stupid and banal.

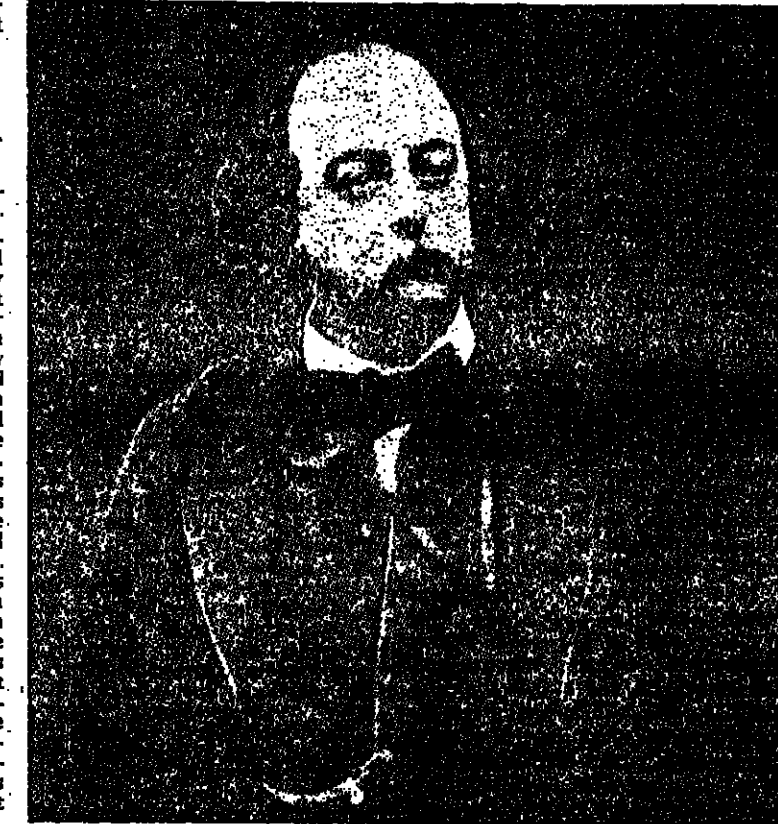
the same time that he was writing *Madame Bovary* he was assembling the *Dictionary of Accepted Opinions*, and coming to a conclusion that "the logic for human vulgarity in all its aspects" which would show (among other things) that "in literature mediocrity, being within the reach of everyone, is alone legitimate." *Madame Bovary* does not escape mediocrity and vulgarity by being something else; the *Dictionary* is not the very puff of which the novel is made. The latter has only to be read as a conventional piece of literature, as a story, and it does appear utterly mediocre, the cliché of nineteenth-century fiction and of twentieth-century television.

What on earth makes the book the modern masterpiece that it is?

Where a century of criticism  
has striven to answer this  
question, and doubtless more will  
follow. Flaubert's letters will be  
a source for clues to his strange  
achievement, and certainly will  
be a source for clues to his  
psychology, his psychology, just  
as the sociological analysis, his  
style deconstructed into his semantic  
components, for many years to  
come. The novel is likely to remain  
with those few great works of art  
which do singularly well in time.  
It contains qualities so varied and  
so opposite within itself, being  
realistic and yet romantic, profound  
yet shallow, impersonal yet in-  
imate, yet compassionate, mysteri-  
ous yet sublime, that it is hard to  
find it independent of ground. But  
Flaubert has not already laid claim  
to be undetermined, from which he  
is sure he is grasping the  
totality of this amazing object. The  
novel is his. And I think that the  
serious sense that he was grasping  
him, rather than the other way  
round, and that it will eventually  
be an open critical disclosure, breath-  
ing out a new varied relationship to  
himself.

reality - a new verbal relationship

## The novelist's victory in defeat



Gustave Flaubert: "Many things that leave me cold when I see them or when others talk about them enrapture me, irritate me, or hurt me if I speak of them, and especially if I write".

Jean-Paul Sartre recognized the extraordinary challenge presented by *Madame Bovary* when he devoted his time to the huge, three-volume preamble of *L'Idiot de la famille* and said he did not live to write the culminating fourth volume of the novel itself. Even so, it is the longest work of Sartre's life: he took up the challenge of writing a total analysis of some representative figure of bourgeois culture in 1954.—It was proposed to him then by Roger Garaudy—and he chose Flaubert "thinking already of *Madame Bovary*."

The project puts to the test the possibility of totalizing the work of one of his thought leaders in the field of literary learning: existential psychoanalysis as a modified Marxist sociology, cultural history, and a phenomenology of literature and the creative imagination. It is possible, of course, that he could not, despite his own approach, ever quite reach "the moment of victory" as Sartre called it, "the moment of research when it is the text that must be looked into". Just whose victory it would have been. Flaubert's or Sartre's, is not quite clear from this sentence, and the dialectical relationship of knowledge to object in Sartre's approach prompts us to wonder whether he hoped that ultimately they would be identical. An earlier sentence seems to adopt a more conventional distinction between the work and the life: "If I study the life, I can only find the defeated Flaubert, and if I study *Madame Bovary* I am obligated to discover what makes Flaubert victorious." But perhaps he is here to make a somewhat real distinction against the distinction; at all events, the two facts to be reconciled are plain enough.

Flaubert does not at once impress one in his letters as being a defeated man; that is because, his style is so full of life, so full of the sense of the world, so full of fulminant laughs (as Flaubert himself called them) and of self-interest, enthusiasm, but nevertheless, however, the evidence is so hard to find of a puzzling relationship both to the lives of others and to his own—indeed, to "life," itself—to use a Romantic term not inappropriate to Flaubert. He felt both very remote from and very near to the world; disgusted by it and yet drawn into it to the point of death. From Flaubert's symptoms, and being overwhelmed by an attack of what may once have been epilepsy. This is certainly not a trait that can be separated from the activity of writing, as he often makes clear:

... with my faculty of arousing myself with my pen, I took my subject seriously; but only *while I was writing*. Many things that leave me cold when I see them leave me cold when I talk about them.

physical status, a new totality, of the kind that Flaubert gave to the novel. The last of Flaubert's letters in this volume has been most fittingly chosen by Steegmuller: it is a short, heartfelt note of thanks to Baudelaire for his review of *Madame Bovary*, and there follows a brief exposure of u

there follows a brief synopsis of the text. The longer notes have been skillfully prepared and are a valuable addition to this book, typographically distinct from the merely informative footnotes, in such a way that the necessary threads of the argument are followed and it is used neatly to tie up groups of letters together into chapters. The final chapter of this volume concerns the conclusion of the publication, the trial of the *Bovary* (after which follow several appendices, the last being a letter to Maxime DuCamp of 1851) in which we see the *Bovary* in the light of the observations, Flaubert's friend failed to realize "he was offering common sense to a genius". This is a depressing note on which to end, but it is a pleasure to return to the beginning where one of Flaubert's most profound insights into the character of greatness in literature is given special prominence, in the preface:

The most beautiful works . . . are serene in aspect, unfathomable. The means by which they act on us are various : they are motionless as cliffs, stormy as the ocean, as green as the forest, as blue as forests, florid as the desert, blue as the sky. Rabelais, Michelangelo, Shakespeare and Goethe seem to me pitiless. They are bottomless, infinite, manifold. Their small, smoky, tortuous, glimpse abysses whose sombre depths turn us faint. And yet over the whole there hovers an extraordinary tenderness. It is like the effluence of light, the smile of the sun ; and it is calm, calm and strong.

Flaubert in his letters is inclined to contrast his own writing with the art he most admires, and the kind of literary criticism that does no honor to the distinguished aesthetes. He is not a devotee of the psychological, moral, or period characteristics that have so often been the basis of the gracefully received confirmation of his views from his confessor of modern dilemmas and doubts; such a criticism, he thinks, is like the "sympathies, help to place him. There is nothing, however, of his victory over them. Greatness is no fixed rule-bound quantity; what is there in beauty and greatness is not the same for all eyes. The great indeed each mind, articulates differently according to what it has learnt and believes to be most valuable and true. Flaubert admired the illusion created by Cervantes, at least, when it is Cervantes, whom no one had grasped particularly for this quality before it mattered to Flaubert because of the intolerable pressure for him to be a writer in the world of the real world. But this means, nevertheless, that illusion is absent from Cervantes, who probably wished to

produce the opposite effect (Huslow he could take for granted), nor that Flaubert failed to achieve it. On the contrary, for Flaubert the combination of French admiration for style and its an aspect of beauty that now stands forth as one of its most necessary and recognisable traits. Similarly, the combination of some depths with the light and the sunniness of the surface is a revelation of what is present in the masters of other times and places because it struck Flaubert so forcibly because for him the combination was paradoxical and hard of attainment. Flaubert's achievement, however, elaborated the idea of this strong synthesis 20 years later (when he pointed to Greek tragedy as its prime exemplification and to it a total lack in the modern era). Those who find Flaubert's combination of opposites defective appear to him serene and placid, just because the unity of these effects was not fraught for him with the same tensions that it bore for Flaubert. Flaubert's world, where we have suffered most, for Flaubert the depths and the sunniness were no longer present in reality, but this rendered his combination of their common absence in his mind the more poignant and more universal.

Anthony Thorby is professor of comparative literature in the school of European studies at the University of Sussex.

## Boileau

**Boileau and the Nature of Neo-Classicism**  
by Gordon Pocock  
Cambridge University Press, £12.50  
ISBN 0 521 22772 0

In this addition to the Cambridge Major European Authors' series Mr Pocock has undertaken to sell to English readers a writer who today might seem to stand little chance of warm appreciation. The obstacles are twofold: first, the "legislator" image of the critic could hardly be more unfashionable; and second, Boileau's standing as a poet has been reduced by ambiguous judgments such as Joubert's, "*grand poète, mais dans la demi-poésie*" which many might still find defensible.

In the face of these difficulties the commentator's first requirement is enthusiasm; and Mr Pocock has enough of it to demonstrate that, once acquired, the taste for Boileau can be strong enough to withstand the traditional accusations of peevishness, dogmatism, dull didacticism or lack of true poetic sensibility. He has, of course, profited from the modern commentaries which, taking for granted the historical importance of the classical tradition, have concentrated rather on the poetry as poetry, and have thus heightened the appreciation of Boileau's literary skills. But it is Mr Pocock's contention that these led to the enjoyment of the poet's technique, and that very individuality have led to a fragmented view, and failure to bring into focus the individual and representative aspects of his reputation. In his concern to rectify this, he has placed his reader in critical positions which may seem somewhat outmoded, but from which he thinks it possible to obtain a proper view of the man and his works in relation to neo-classical doctrine, of which an excellent provision is made in an introductory chapter.

The study then develops on more or less chronological lines, the main focus being, inevitably, the *Art Poétique*, the subject of two chapters of analysis and an interpretative essay on reality of the subject by way through its background, a period of great complexity and changing values. After this climax the discussion is rounded off with a review of the later Satires and Epistles, which deals honestly with the traditionalist and conservative in Bolleau's powers and inspiration. The virtue of this book (according with the aim of the series) is that it concentrates on the texts, not exhaustively but in sufficient detail to make it quite rare for the English reader. Bolleau is a figure of real stature, and above all a much more subtle and original writer than might be inferred from the traditional 'schoolmasterish' image. Indeed, nothing about Bolleau is simple, and his social situation, his early *Heritage* and his journalistic leanings; and Mr Pocock has kept firmly in view what must have been the poet's great and parental problem: reconciling the impulses of a free and independent mind with the conformities attendant on seventeenth-century absolutism.

[illegible]

**J. H. Broome**

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## BOOKS

## Strindberg for the English

The Social and Religious Plays of Strindberg  
by John Ward  
Penguin Press, £15.00  
ISBN 0 485 11183 7

Strindberg is perilous and inhospitable country for anybody of Isenar disposition. Even more than Isenar, Strindberg has shown an ability to wring from a British public cries of outraged purity, the kind of cry which—as Henry James once put it—"have so often and so pathetically resounded through the Anglo-Saxon world". In the case of this new study by John Ward of the social and religious plays—a category that here includes most of his plays written between 1882 and his death, and excluding only the history plays and one or two of the minor pieces—the initial omens are not propitious.

In a preface, the phrasing of which is doubtless designed to strike a disarming note but which in fact succeeds in producing some alarming harmonies, the author indicates the nature and then catalogues the consequences of his own insularity. First, and most disabling, Mr Ward does not read Swedish. This necessarily means that "close reading" in any rigorous sense is out; it also means that any informative cross-reference to the thousands of Strindberg's (almost wholly untranslated) letters is out; and it means that corroboration or otherwise by reference to critical works published in Scandinavian languages is out.

Even a work like Göran Stockenström's magisterial study of Strindberg's mysticism, *Jamael i Öken*—a work central to Mr Ward's concern—is ignored despite its having an immensely detailed 27,000 word English summary. But there is also a further and more deliberately willful insularity which follows from the author's decision not to admit any secondary literature in French or German either (unless it happens also to have been published in English translation)—for the dispiriting reason that "this book is intended for the English reader".

There is also much compulsive listing of names, either as an instant device for thickening up the cultural allusiveness of the moment: "Among the writers who have been influenced by this [Swedenborg's] seemingly bizarre

The effect of this is to eliminate from consideration, for example, Maurice Gravier's classic study of Strindberg in his relationship to Expressionism, *Strindberg et le théâtre moderne*; and, for instance, the views of Karl Jaspers; and much more.

Nobody then, Mr Ward included, expects a book of scholarly originality to come of this. And, certainly, such expectations are confounded. To be honest, the author's declared aims are more modest: they are to educate English theatre-goers and the theatrical establishment about Strindberg's themes, attitudes and ideas in order that more intelligent productions of his work on radio, television and in the theatre might be stimulated; and to attempt to place Strindberg in the context of nineteenth and twentieth-century drama by examining his sources and influence.

The method he adopts is by and large, to take the dozen or more plays which he identifies as belonging to his field and to "go through" them in roughly chronological order, punctuating the account with brief sections devoted to "influences" (Swedenborg, Schopenhauer, Kierkegaard, Darwin, Nietzsche, etc.), or to "a quick slide to Naturalism, Symbolism and Expressionism, and to append an introduction and an epilogue of a more general and subjective kind. Although the preface claims that there has been no attempt to summarise the plots of the plays, the *Nachherzählung* does in fact make its appearance in these pages. This is accompanied by a commentary which is sometimes usefully analytical and enabling, often sadly pedestrian, and occasionally unconvincingly banal. Nevertheless, *Conversations* is a drama with definite merits. On the whole its case is argued with restraint and skill. The characterization is impressive and convincing. Or: "Emmanuel Swedenborg was a scientist of considerable ability and an intellectual eccentric who was not the least extremely important to the development of subsequent literary and mystical thought."

There is also much compulsive listing of names, either as an instant device for thickening up the cultural allusiveness of the moment: "Among the writers who have been influenced by this [Swedenborg's] seemingly bizarre

## Poetry that crosses frontiers

Ronsard's Ordered Chaos: visions of flux and stability in the poetry of Pierre de Ronsard  
by Malcolm Quinlan  
Manchester University Press, £17.50  
ISBN 0 7190 0750 7

Ronsard was writing poetry from 1547 until his death in 1555. He spans and dominates the sixteenth century in France as Voltaire the eighteenth and Hugo the nineteenth centuries. He was a much better writer than they were and he was only the second French poet (the first being Villon) to acquire an international standing. The "lyric" of his poetry crossed national frontiers mainly by virtue of his extreme melodiousness, his erotic love poetry, and his mastery of the French sonnet. In France there is a literary pilgrimage to the Priory of Salency, near Tours, where he is buried.

The Ronsard of Malcolm Quinlan is a little too dull, almost boring. There is, inevitably, some detail in the complete works of Ronsard and any great poet and this is true of the Ronsard of Quinlan. The edition of Ronsard's *Œuvres complètes* is not discriminating enough. He allows aesthetic considerations to be, on the whole, subservient to his intellectual scheme. Nor will only the general reader be helped by Quinlan's decision to leave out the more familiar poetry—for example, when discussing metaphors, he does not use the famous "lupine" in the *Amour de Cassandre*—in favour of the unfamiliar figure. It is really felt to Ronsard to concentrate on his odder, more obscure, more familiar poetry. The edition of Ronsard's *Œuvres complètes* is not discriminating enough. He allows aesthetic considerations to be, on the whole, subservient to his intellectual scheme. 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**William's chapel**  
The Chronicle of Battle Abbey edited and translated by Eleanor Scarle  
Clarendon Press: Oxford University Press  
ISBN 0 19-82238 6  
This abbot of Battle, founded by William the Conqueror on the field that won him the English crown, with its high altar placed in defiance of the difficulty of building on a hilltop - on the spot where Harold fell - has a special claim to the patronage of the Norman and Angevin kings. It was, as its monks liked to say when defending their privileges in the royal court, "the King's own chapel and the emblem of his crown". This gives a central historical interest to the chronicle of the house; the myths of foundation, characteristic of all twelfth-century house histories, are bound up with the general myths of Norman achievement in the conquest.  
Besides this, the monk who wrote the main part of the chronicle was a man with considerable knowledge of the practical workings of the abbey, trained by attendance at the King's court on the business of the court. Under Abbot Walter de Luci, brother of the chief justice, Richard de Luci. In his long life he observed the workings of the court during the reigns of Stephen and Henry II: a time of unprecedented importance in the development of the common law, when the new royal assizes were taking shape. His chronicle is, therefore, in part an elaboration of contemporary law and customs, in part a casebook of legal history for the instruction of abbey monks. Previously no definitive critical edition has existed; Eleanor Scarle's admirable edition and translation has at last brought it out of the specialist's study into the university classroom.  
The privileges claimed by Battle Abbey were based partly on oral tradition, partly on written documents, most of which were forged during the years when the chronicle was being composed. They came under attack both from local feudal lords like the count of Eu, who claimed prior possession, and skilled canonists from the new schools, who argued the spiritual rights of the diocesan bishop.  
The chronicler has described the legal battles that he witnessed with a sense of drama in no way inferior to that of Jocelyn of Brakelove. We owe to him the preservation of telling phrases and legal facts: Richard de Luci's court assizes. It was not only the past for every noble knight to have a seal; Abbot Walter de Luci's astute suggestion in defence of his duty to rights of "wreck" despite a contrary decree of Henry I that "King Henry could at will change the ancient rights of the country for his own time, but could not establish anything for posterity except with the common consent of the barons of the realm" and many other flashes of insight into how men then looked at the law.  
Some cases come from Stephen's reign; it is the chronicler speaking sadly of disorder when his abbot suffered loss he praises Stephen whenever his claims were upheld.  
The book traces the development of the genre of American fiction that dominated American literary taste for almost a generation - a genre created by women and read by women. It traces the development of the genre individually and collectively, the significant women authors and their works in the period 1820-1870. Nina Baym discusses the historical and literary phenomena. Her first chapter presents an overview of the genre, tracing the development of the historical forces that were largely responsible for it. Subsequent chapters deal with roughly chronological order, with special attention to the fiction of the 1820s and 1830s, and the character of the heroine.  
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**BOOKS**  
**Towns and their patrons**  
The rise of the Duke's agents, in particular of George Ambrose Wallis, it was Wallis who became the great political figure in the town; it was he who enjoyed the spectacular rise in wealth and status. He found, as others had found before him, that to serve a Duke was the surest way of making the world serve him.  
However, this book is not merely about two places. Dr Cannadine is prepared to generalize boldly and fruitfully about the social and political relations between aristocratic landowners and civic communities. Nor does he succumb to the temptation to overplay the importance of his two case-studies when he turns to the economic role of aristocratic estate-developers. Drawing on the wide range of studies now available, he argues that their power to determine patterns of urban development has been exaggerated, while the constraints of market forces and the ability of towns to throw up agencies for controlled development have not been adequately appreciated. These judiciously wide-ranging chapters, frequently drawing on little-known work, geographical as well as historical, are published, providing a good index of the progress made in the study of urban history since the late Professor Dyos began to organize the regular interchange of ideas and publication of bibliographies. Hence, both at the level of the particular and of the general, this is a book of absorbing interest and importance.  
E. P. Hennock  
E. P. Hennock is professor of modern history at the University of Liverpool.

**Lord and Landlord: The Aristocracy and the Towns 1774-1967**  
by David Cannadine  
Leicester University Press, £19.00  
ISBN 0 7185 1152 2  
The fortunes of the aristocracy and the making of our towns are surely two of the most engaging themes of English history. A book that combines both and makes a major contribution to each is certainly worth attention.  
The core of this book is a study of the involvement of two aristocratic families in the making of urban England. The Calthorpes owned and developed the Birmingham suburb of Edgbaston, while the Dukes of Devonshire created Eastbourne from practically nothing. Neither is typical case of suburban or seaside development, for aristocratic control was in both instances pushed to an extreme degree, but it is a mistake to think that one can learn only from the typical. The exceptional completeness of the records, in itself a consequence of the high degree of unified aristocratic control, makes this a many-sided and richly illuminating book.  
The two families benefited in very different ways from their respective ventures. In the case of the Calthorpes, the rich rentals of Edgbaston provided a family of minor standing with the means to move among the great. They were highly unusual among aristocratic families, for while there were many who drew wealth from urban investment, there were few that drew so little from anything else. In the long run, this made them unusually fortunate, since urban rentals proved more resistant to economic change than agricultural estates. Yet this was indeed more a matter of good fortune than of foresight. In the 1820s, when they had only recently embarked on the development of Edgbaston, they tried hard to sell it all in exchange for an agricultural estate in Suffolk large enough to sustain the standing of a county family to which men conventionally aspired. Frustrated by legal difficulties they had to fall back on making the best use of their existing assets. Not that they could ever hope to achieve in Birmingham the political standing that a large Suffolk estate would have given them. What Edgbaston provided was wealth, and since their aspirations continued to be those of a normal landed aristocracy, they poured this wealth into a Hampshire mansion and estate. Their urban venture proved an extravagance of their class.  
What then did Birmingham obtain from the Calthorpes in exchange for this gold mine? Economically they gave very good value. They provided the wealthy inhabitants with one of the finest residential environments of any English city, maintained by careful zoning and constant watchfulness on the part of their agents. But beyond the cash nexus the contribution of the family was circumscribed by their political impotence and in the last resort by the amenities of life in philanthropic causes.  
The Dukes of Devonshire did not need to use their revenues from Eastbourne to climb a social ladder whose summit they had already reached. For close on half a century the seventh Duke chose to plough all but an insignificant fraction back into the amenities of the town. By allowing the money to be spent in Eastbourne, argues Dr Cannadine, the Duke exchanged income for local power, but it is apparent that this power was to a great extent enjoyed by his local representatives in the town council. The rise of the Calthorpes, Eastbourne financed

**BOOKS**  
**Veterans remember**  
The Revolution Remembered: eyewitness accounts of the War for Independence  
edited by John V. Duggan  
University of Chicago Press, £12.00  
ISBN 0 226 13622 1  
Despite its title, this book is not about the American Revolution but about the American War of Independence. For most contentment there was perhaps no distinction to be made; certainly to the narrators of the eyewitness accounts included in the volume the war was the revolution. Apart from a few references to the defense of American liberties, none express any political awareness. The British had to be defeated, their own liberties defended; nothing is said about republican aspirations for political reform, questions of state or congressional government, or while the first chapters were rooted in the ordinary American experience as farmers, craftsmen, labourers and the like, they provide few opinions suggestive of social attitudes. The historian interested in history from below will find no material to support recent suggestions of pervasive class feeling in the era of the American Revolution.  
To a great extent all this reflects the days when and the reasons why the war was fought. The two old (women) writers (or dictated to lawyers and pension agents) many decades after peace had come in 1783, applications in the form of depositions for military pensions granted by Act of Congress in 1832 to all survivors of the war who had seen military service for a minimum of six months. About 80,000 of these were made, and survive in the National Archives. John C. Duggan, of the William L. Clements Library, has selected 79 of the longer and more informative applications according to criteria of value and geographical diversity and has edited them with a minimum of commentary, not necessarily compatible with each other, and since the applications themselves were to prove that they had served in the war, it is the war they recall.  
At this level the war is indeed remembered. The Revolution is remembered as the Revolution.

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**BOOKS**  
**On the human condition**  
Man in the Age of Technology by Arnold Gehlen, translated by Patricia Lipscombe  
Columbia University Press, £8.15  
ISBN 0 231 04852 1  
In 1969, in the time we now nostalgically remember as "student troubles", an undergraduate came to me and said: "Why can't I have a girl to stay the night with me in college? I've paid the rent for my room, haven't I?" He asked also: "Why do I have to wear a gown in hall for dinner?"  
My replies to these questions are not relevant to this review. But the questions are; they are what Gehlen's book is about. So what is Gehlen's book about? It is a study of the human condition, not through a series of philosophical assumptions, the assumptions crumbled; you couldn't trust them any more. For a time it was thought that science might take the place of religion, as a framework on which beliefs and patterns of behaviour could be based. But science has become so esoteric that it has become, like modern art, one of the "preserves of virtuosity". And of all the changes in the social environment since the seventeenth century, technology is the one which is the greatest threat to man's self-confidence, for it puts the commonplace things you do every day back into the shades of unintelligibility. When you made your own candles and trimmed the oil lamp before evening, you really understood how the light came. When you saw the fluorescent strip in the kitchen, you understood as little about making light as an aborigine.  
This passive acceptance, without understanding, of the material things we use, is accompanied by a passive acceptance, also without understanding, of many of the immaterial things we believe. Gehlen calls it "opinion as second-hand experience". Of course, the beliefs of the medieval peasant about theology were second-hand experience, but they were shared by practically everybody, so they were a sort of spiritual social security. Present-day second-hand experience is not that. We are saturated with stimuli that overtax the capacity for emotional response. The news media bombard us with so-called facts, which (says Gehlen) must be in a pistol-shot style, juicy, highly provocative, to overcome the apathy of the over-stimulated. But this state of affairs is unintelligible in its significance as is the source of light when you turn on the switch. The commentators offer a gloss on it; this becomes the opinion from second-hand experience. As our sources of information have widened from the parish to the world, the information we get is less useful and reliable as a guide to everyday opinion. The result is a state of perplexing mystery. In all these jeremiads have been set

**Baboon social life**  
This particular group of baboons during the past 10 years, and Altmann has effectively used information from this work as a background to her own study.  
The book is clearly written in a way that invites the reader to give unhurried and close attention to its very complex subject matter. Every stage of her project is opened to close scrutiny; meticulous definition of behavioural categories, gently but not pedantically tabulated; and the arguments and conclusions, and further unposed questions flowing from these. Excellently chosen and carefully described photographs (unfortunately, printed too small) and the down-to-earth insights of someone who is herself a mother give the book a quality of understanding that is found in a scientific work of this kind.  
In a masterly way, Jeanne Altmann analyses her findings in terms of sociobiological and ecological theories, with a constructively critical awareness of assumptions that too often remain implicit and unexplored. When a baboon is seen to be in a particular social position, Altmann asks herself: "What would it be like to be a baboon in this position?" and she answers it. In the past 20 years of field research on monkeys and apes has achieved much, I expect that further consideration of this, Jeanne Altmann's book, will owe much to the example set in Jeanne Altmann's book.  
M. J. A. Simpson  
M. J. A. Simpson is at the sub-department of animal behaviour at the University of Cambridge.

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## BOOKS

## How public money is spent

Public Spending Decisions: growth and restraint in the 1970s, edited by Maurice Wright. Allen & Unwin, £2.00. ISBN 0 04 350056 0

This volume examines the possible consequences of a maintained intervention or cessation of the growth of public expenditure which increased rapidly from the 1950s until checked for the first time in 1974-75. The book is a collection of papers written for the annual conference of the Public Administration Committee convened at the University of York in September 1977.

Although the empirical work contained in the volume relates to the 1970s and earlier, various hypotheses about the consequences of restraining public expenditure into the 1980s are put forward. Attention is mainly focused on the implications of expenditure restraint for the structures and processes of public sector organizations. The scope of the volume is limited to local and central government, mainly the Treasury, and excludes nationalized industries and quangos.

The first paper, by J. D. Stewart on "From Growth to Standstill", suggests possible budgetary and organizational changes which are likely to occur when the assumption of growth in public expenditure is replaced by a more realistic available resources. These hypotheses are then tested in the following two papers by Greenwood, Hinings, Reusom and Walsh.

Both papers attempt to quantify the consequences of restraint in public expenditure for local government over the period 1974-75. The first tests the thesis of incrementalism which holds that authorities review only a limited number of parameters when budgeting and arrive at choices following a non-rational or political analysis. On the basis

of data from 27 local authorities, their conclusion is that financial stringency was the most important factor in decreasing incremental budgeting, that is, causing increased rationality and widening of the review parameters. However, much more empirical research is required before one could arrive at their conclusion that financial stringency rather than the reorganization of local government in 1974 had the greatest effect on rational analysis. Since the paper squares increased rationality with increased corporate planning, reorganization undoubtedly had a very marked effect. Possible organizational changes due to financial restraint are tested in the second paper. The extent to which corporate practices were developed or abandoned by local authorities over the period forms the core of the paper.

The remaining papers concentrate on the central government. J. M. Lee in "The Context of Central Administration" links changes in the structures and processes of Whitehall to the relation between the economy and the political system. Attention is focused on differences in Whitehall practices between the 1940s and 1970s. Evidence, mostly in relation to the Treasury, shows a marked change in planning, direction and explanation which is linked to the changing position of the state in the world economy and changes in the way central government tasks are conceived by administrators and politicians.

Maurice Wright, in "From Planning to Control: PESC in the 1970s", provides an extremely stimulating analysis of the Public Expenditure Survey Committee throughout the 1970s. According to Wright the PESC system for planning and controlling public expenditure in the medium term had by

the late 1970s changed: from planning to control and restraint, from resource planning to resource financing and from medium term to short term.

"Public Expenditure and Welfare" by Peter Self contains numerous hypotheses but lacks empirical evidence. The thesis that the quality of public services has risen but that the rate of increase in people's expectations about them has risen even more quickly is rejected on the basis of little evidence. Particular attention is focused on the effect of economic recession on the demand for public expenditure. Self's hypotheses lead to the conclusion that "the problem of public service overload under conditions of economic stringency is to some extent self-correcting".

If arriving at this conclusion, no account is taken of the possibility that many components of public expenditure may be inferior which might lead to an increase in the demand for public provision in a recession. Appropriate welfare criteria for evaluating public expenditure decisions are dealt with by Self and Wright in "Growth, Restraint and Rationality". Little improvement in allocation decisions is expected from the economic analysis.

Unlike many other volumes of conference papers, this collection does succeed in presenting an integrated and balanced analysis. However, the thematic approach has yielded hypotheses, often partial and sometimes subjective, which can only be accepted or rejected on the basis of empirical evidence. It will certainly provide abundant fodder for researchers in the field.

J. F. Bradley

J. F. Bradley is lecturer in economics at Queen's University, Belfast.



The photographs in Russia from the Inside (Hutchinson, £7.95) were taken by Russians who are now living in the West. This photograph of Nikolai, a young man charged with "political hoodlums" for painting graffiti on a factory wall, and subsequently exiled for seven years. The text to the photographs is by Robert G. Kaiser.

## Comparative offer curves

International Economics, second edition, by B. Södersten. Macmillan, £20.00 and £7.95. ISBN 0 333 23641 6 and 23642 4

In this revised edition of his *International Economics* Professor Södersten follows the general tendency in reducing the proportion of his book devoted to pure trade theory. He even goes so far as to describe international economics as a branch of applied economics, and in order to show this is not mere wishful thinking proceeds to outline the developments in international trade, investment and tariff negotiations.

There is, however, a cost to jettisoning so much. Pure trade theory is a logical and complete general equilibrium theory relating the international market to the domestic market for commodities, and in turn to the domestic factor market. If parts of it are left out, it is often difficult to argue logically about the remainder. An example of this is Södersten's treatment of offer curves, a general equilibrium concept. An offer curve of a country is the locus of points of a country's indifference curves and export supply curves. It is the locus of points of a country's indifference curves and export supply curves. It is the locus of points of a country's indifference curves and export supply curves.

The effect of a country's trade on its welfare depends also on the offer curve of the rest of the world. It is a fact that Södersten does not use them for this purpose. Instead he suddenly introduces an equation for a two-country model of the determination of terms of trade. Presumably with this in mind, but pretending no empirical evidence whatsoever, he then proceeds to argue that the increase in trade of a country with growth will affect its terms of trade adversely. However, this is a claim that has been refuted by a large number of studies.

countries (page 206) he has become doubtful of this, even though on page 205 he explains their degree of specialization in exports.

When he gets to tariffs, he apparently finds it necessary to employ a general equilibrium analysis and reintroduce offer curves. But his use of them is muddled. He first of all considers a Lerner type of analysis in which the government is regarded as a separate entity which obtains revenue from taxing imports or exports, it does not matter which, and then spends its revenue on exportables or importables, which does matter. Södersten does not make clear that it is government expenditure, not where the tax is imposed, that is important. This is because government expenditure is a withdrawal from the system and creates a divergence between the domestic terms of trade, and the domestic terms of trade, and the domestic terms of trade, and the domestic terms of trade.

He confuses this type of analysis with that of Professor James Meade, whose concept of a government is of an agency redistributing the tariff revenue straight back to the consumers, so that although they face distorted prices the effect of this on their income is cancelled out. If the country is facing a less than infinitely elastic offer curve, it can improve its terms of trade and therefore its welfare, by raising a tariff until its marginal rate of substitution of the goods in international trade equals domestic prices. In his exposition Södersten uses two analyses, although the assumptions underlying them are different and so also is the method of calculating the domestic price.

possible to move from an equilibrium of ratios to an absolute equilibrium. In this second edition Södersten also gives a brief account of the other theories of trade for surplus, technological progress, product cycle. He also gives an orthodox account of balance of payments theory but includes a chapter on the monetary approach to the balance of payments; his last section is devoted to the international monetary system.

My overall impression is that the book gives an interesting account of long-term developments in international trade, investment and recent developments in the international monetary situation. The exposition is seldom difficult, but much of the mathematics is presented geometrically. But a reader might find the level of complexity required uneven, with long digressions into accounts of what actually happened. Södersten made a valiant attempt to integrate them, but his difficulty in doing so is all too apparent.

Lynden Briggs

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## BOOKS

## Versions of communism

and the Party, by David Childs. Hutchinson, £14.95. ISBN 0 233 97151 3

Changing Face of Western Communism, edited by David Childs. Hutchinson, £12.50. ISBN 0 85664 734 9

Communism, in the words of Karl Marx, is a convenient slogan to make people suspend their critical faculties, avoid analysing the situation seriously, country by country, and instead take refuge in generalisations. Middlemas's book, and the symposium edited by David Childs, are both devoted precisely to reversing this tendency. Both examine, country by country, the realities of the changes in the past decade or so in an attempt to uncover the truth about the term "Eurocommunism". This is an important and also difficult task, and the contribution of each book is to be warmly welcomed.

Middlemas's approach is emphatically that of the historian. The first of his book consists of four papers which describe in detailed narrative form the political fortunes of the French, Italian, Portuguese and Spanish communist parties respectively in the period from 1968 to 1978. These chapters represent considerable feat. Middlemas writes fluently and stylishly, and has a remarkably good grasp of the literature of each country. He bases his accounts largely on interviews conducted with members of the parties concerned, and of the trade unions associated with them. His work on the Portuguese party deserves particular mention, especially as this party is not treated in his book.

Middlemas's narrative accounts are followed by a chapter tracing the historical evolution of the four parties towards the international communist movement, and a further chapter exploring the role in the internal structure and membership of the four parties.

There is much to ponder in the enormous material that Middlemas presents to the reader. It is difficult to express his general conclusions in any concise way, and he himself

would probably object to such an exercise, as the underlying thrust of his whole work is that each communist party is rooted in its own national past, is adapting first and foremost to its own national problems, and that general conclusions are hence likely to be misleading. Eurocommunism for him is placed consistently in inverted commas, as a highly dubious construction, and he tends to be extremely wary, and sometimes equivocal, when drawing the threads of his extensive inquiry together.

Nevertheless, Middlemas clearly believes that something has happened across the board in relation to the four parties he examines. This something, he argues, is perhaps best expressed in his own slightly elliptical words. Evidence acquired through interviews, he writes, "indicates that the chief unifying factor has little or nothing to do with 'Eurocommunism' but concerns the pursuit of power in an open political environment, competition, the search for allies, and the consequences for communist identity. Change has occurred and the pursuit of power can be represented by a line along which all move, while remaining sensitive to powerful, but declining constraints." Little later he writes more directly that, in the decade since 1968, communist parties "have to a substantial extent faced up to the implications of abandoning the habits of a closed society and competing openly for power".

While Middlemas concentrates his attention firmly on the most important communist parties of Western Europe, David Childs's symposium is rather more arbitrary in its coverage. His selected authors treat successively the communist parties of Spain, Italy, France, Finland, the Nordic countries, and Austria. There is also a chapter that discusses the various usages of the word "Eurocommunism". This could undoubtedly have proved very interesting, but unfortunately the discussion is so firmly embedded in a pre-conceived and tedious ideological framework that it is rendered almost entirely worthless.

The chapters devoted to the particular parties are often very useful. Eusebio Mujal-Leon's account of the Spanish Communist Party, for example, has a clarity and a ring of authority that make it obligatory reading for anyone interested in

recent Spanish politics. Martin Clark and David Hine are particularly successful in evoking and defining the elusive flavour of the Italian Communist Party. The significance of Gramsci and his doctrine of hegemony—a word that flutters bewitchingly through both books—is well brought out, as well as the easily overlooked point that the Italian Communist Party's influence and prestige at home "rest heavily on its ability to smooth the path of Italian trade with the USSR and Eastern Europe; so obviously the PCI is not going to annoy the USSR unnecessarily. Eurocommunism, like *détente*, is 93 per cent trade...."

Peter Morris writes sensibly on the French Communist Party. He is, incidentally, one of the few writers to face squarely the term "Eurocommunism" and to define its basic connotations, namely the demand for an autonomous strategy of achieving power, and an insistence on the preservation of western political and civil liberties, linked together by a refusal to see the Soviet Union as a model. Most of the others either treat it, like Middlemas, as a auspicious invention, or assume, sometimes wrongly, that its meaning is clear from the context.

Morris's conclusion on the French Communist Party is also worth citing. "What the French Communists will not give up is an insistence on the supremacy of the party. This insistence, Leninist in inspiration, makes the other aims of Eurocommunism exceedingly difficult to achieve. The French Communist Party does not provide a model of a socialist society. But the French Communists are still wedded to the theory of politics of the Communist Party in the Soviet Union. That is the dilemma of the PCF—and also of Eurocommunism."

Both books then have much to offer. If sharp, dramatic conclusions about the future evolution of Western European communist parties are not to be drawn from them, that is no fault of the authors, but rather an indication of their respect for the gritty and intractable complexity of the slowly moving reality before them.

Murray Forsyth

Murray Forsyth is reader in politics at the University of Leicester.

## Rise of the autodidact Marxist

Proletarian Science: Marxism in 1917-1933, by Stuart Macintyre. University Press, £15.00. ISBN 0 521 22621 X

Macintyre has written a book which is interesting, very intelligent, and at times very witty and sometimes worrying. It is slightly misleading, but he does occasionally refer to his general influence of Marxism in the development of Marxism in the Communist Party and as reflected by that party.

The reader is led gently into the argument of the book by two preliminary chapters: the first puts the Communist Party in its post-1918 political setting and outlines its economic setting and outlines its political setting. The second introduces us to the Marxist revolution in Russia. Thereafter the book discusses the subject matter of literature and education, religion, class and the state, and the role of the party in the development of Marxism in the Communist Party and as reflected by that party.

It is when Dr Macintyre departs from the historical sociology of the Marxist that problems arise. His discussion of economics, class, and the state is a critique as well as a history. People are awarded points for getting things right; they lose points for getting them wrong. But what is the measure by which Dr Macintyre judges? And for what purpose?

I know of. He describes well how the early Communist Party exploited the urge to self-improvement and absorbed here the traditions of the older Marxist parties. He also demonstrates the extent to which the background and rhetoric of the Marxist and non-Marxist activists overlapped; differences between them appear to have been due more to temperament and accident than anything else. This, as he notes, benefited the Communist Party, which was elected to power in 1929 when it looked just like—and in some ways was—an extreme version of the Labour Party. The "Bolshevization" of the party may have given it distinctive character but at the cost of tearing it away from its roots.

The importance to the early Marxist of the "dialectic" and "materialism" is sympathetically treated and if these terms suggest the degree to which Marxism was becoming simply a liturgy it has a certain home-grown spontaneity and untidiness about it. Dr Macintyre is no doubt right to argue that this autodidactic Marxism would inevitably be superseded by the Stalinism of R. Palme Dutt and Hugh Rathbone—here.

It is when Dr Macintyre departs from the historical sociology of the Marxist that problems arise. His discussion of economics, class, and the state is a critique as well as a history. People are awarded points for getting things right; they lose points for getting them wrong. But what is the measure by which Dr Macintyre judges? And for what purpose?

pose? Marxists differed over the nature of the state. Some thought the whole thing a swindle designed to hoodwink the workers; others thought it was a little more complicated.

Dr Macintyre thinks that crude analyses did not help the Communist Party. But he then argues that less crude analyses (whatever they may be) would have given it greater political strength in the country? If so, how? Or is he simply deploring sloppy thinking? There is, therefore, a standard implied but never revealed: it is doubtful if it ever can be.

A couple of the later chapters are also rather clumsy: there are awkward appendices on Maurice Dobb and on the debate over Parliament. Since the appendix on Dobb tells us very little it is hard to see what its purpose is. Dr Macintyre concludes that Marxism failed in Britain because it could not insert itself into the ordinary life of the British worker—he is particularly good on the Communist Party's failure to do this. He is also good on the failure of the Labour Party to do this. He is also good on the failure of the Labour Party to do this.

Dr Macintyre has written an important book which will be widely used, but one not without its own conceptual difficulties.

Ross McKibbin

Dr McKibbin is a fellow of St John's College, Oxford.

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## Union View

### The essence of being professional

If we were asked wherein lies the essence of professionalism, we would get very different answers depending on who we asked and the context of the question. Indeed, while in education a professional is taken to be necessarily "a good thing", in other spheres of activity the term "professional" can be less than complimentary. A recent article in *The Observer* newspaper derided the demise of the species "caring professional". This genus was typified in the article by the characteristic that "caring professionals" would so carry out their vocations towards the persons they served that never would they harm them by refusing their services where they were needed. Teachers and lecturers were particularly considered as having lost entitlement to the term "caring professional" over the past few decades.

The concept of the caring professional may have been perfectly acceptable at a time when, with professional skills in very short supply, practitioners of various vocations could demand such fees for their services that they were able largely to ignore the expenses common to the generality of employees. Once the situation changed, this mythical concept could not be maintained and the practitioners who pretended it suffered the fate of the dinosaurs.

Yet the concept of the professional in education has not died and neither has the general desire of teachers and lecturers to be thought of as professionals. So of what does this "professionalism" consist? I believe that the answer lies in that most important function which the professional educator carries out and which is too often ignored—the function of management.

If we look at the polytechnics, the lecturers there are required to manage, often quite independently, very important resources, of which the least important is themselves. The level and even the type of

activity of most lecturers is largely self-determined: they may give much of their ability or little, they may seek to provide a service of the highest excellence or the lowest mediocrity, hardly being answerable to any but their own consciences. The concept of management in the polytechnic goes even further. The lecturer is required to manage and coordinate resources at many levels. It may be that such management is required through the intervention of legislation, as has happened through the Health and Safety at Work Act, and the anti-discrimination laws, but more usually it is necessary for the efficient running of the highest educational activity in continually changing circumstances.

All this may seem fairly self-evident to those not in the field of local authority education but there the demarcation between the "management" and the professional educators is often tightly drawn. It

is clear to those inside the lecturing profession that the actual educational process and its real management takes place at the extremities of the institutions, well removed from any centralized administrative support system. Yet the degree of communication between the governing bodies and the managing professionals is at the chalk face of a tightrope.

It is obvious that the heads of department in polytechnics are required to manage the resources of their departments, including the manpower—or to have them managed for their benefit. Yet the possibility of reacting the responsibility for management to one or two people is evident: the chain of responsibility runs from the most senior lecturer to the most junior. The allocation of rooms, dovetailing of programmes, coordination of research, updating of books and equipment, provision of teaching aids, representation on coordinating committees within and between faculties, substituting for colleagues with casual illness, the preparation and monitoring of course materials and submissions—nearly all of these are

activities which can neither be legislated for nor delimited. Unfortunately, such management activities are very often overlooked by local authority officials and lay governors as "wasting time on matters which shouldn't concern them" and "not getting down to the real business of teaching". (This is, of course, often not appreciated by those with little or no experience of higher education that it is far easier to stand in front of a class of students and lecture to an allotted syllabus than to organize for the maximum academic benefit and status of those same students.)

Once lecturers feel that their necessary managerial role is ignored or, worse still, resented, there is a temptation for them to relax their grip on those very activities which ensure the academic development of their institutions. It is here that one sees the end of real professionalism. The situation is worsened if attempts are made to restrict the lecturer into some prearranged bed of conformity by the imposition of a rigid central or even external management system. Even the French, who seek to impose uniformity within much of their lower education system, recognize that higher education cannot be treated in the same way. That is not to say that the French do not seek to lay down standards for their institutions: they simply realize that education at the level of the university/polytechnic is a more complex and developing activity or it is dead; and that development depends more on the self-generated activity—the professionalism—of the staff than on any other factor.

We can conclude, then, that the future status of the higher education system, in the polytechnics as elsewhere, depends on the professionalism of the lecturing/teaching cohort. This professionalism manifests itself in the self-management of the lecturer and as a consequence, in the efficient management and development of all resources of the institution. It does not exist in a vacuum. It can be nurtured and encouraged. It can be stifled and soured. It can be destroyed. The professionalism of a whole institution is by believing that you can replace the managing-professional by the so-called professional manager.

The author is the national secretary of the Association of Polytechnic Teachers.

A. J. Poinon

"The Unresponsive University", since it seems to be an institution less changed by modern influences than any other I know—except perhaps the British Trade Union Movement. But the conference was full of managing folk who wanted to respond, and they all applauded the Dutch Minister of Education, one Dr Pais, who gave us a long and thoughtful talk about managing the groundswell and examining interfaces.

These were the professionals—the sort of characters one finds increasingly in universities and polytechnics who have made complicated careers of trying to run these places rather than teach in them. There is another tradition which emerges from more ancient universities, originating which the professional education is meant to be left to anyone other than one's close academic friends, yet far too boring a job to lumber on to one's worst enemy. It is out of this tradition that rotating deans and vice chancellors were born, that were far to be the point at which bucks stopped, that through a mixture of healthy suspicion and genuine regard for the continuity of scholarship and research, working management was a good, liberal, civilized tradition. I doubt can survive the coming era.

For Benjamin the jargon and the cliché of the Paris conference was an undertow of gloom—the horrible feeling that "Managing in a Changing Economic and Social Environment" simply meant juggling with the numbers and the figures who were next for the chop. The next day, the teachers had already hit the schools. Their turn was next and they were not quite sure they would be equal to the task of coping with it all.

History is one thing, mathematics, science and technology quite another. Here we are faced with the support, being translated, means paradox. There is little doubt that

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## Don's diary

### Monday

Indian trains are often given names, and mine, I am reliably informed, is called the Flying Granny. Without doubting my porter's integrity for a moment, I am nevertheless puzzled at such a name for a train. Perhaps it refers to an ancient Indian legend, or is named after some famous historical figure of remarkable athletic prowess? Or an early pioneer of transcendental meditation?

When I eventually see the train I find the words "Flying Rani" emblazoned on the huge locomotive. "Rani" means queen: I should have known better.

This is my second visit to India as part of an education management project to provide training programmes for secondary school principals. The project involves a partnership between the State Institute of Education at Ahmedabad, extension centre co-ordinators, university and college lecturers, administrators, school principals and British advisers.

### Tuesday

Today I am to give a lecture at the State Institute of Education in Ahmedabad. The lecture room is large, bright and airy, a little too airy, as the whirling fans overhead which make the atmosphere so pleasant create havoc with the unwary lecturer's papers; but I have come prepared with glass paper weights.

There is an expectant hum, and a slight high in the rafters of the hall offers me gentle encouragement with its soothing call. I cast my eyes over the audience and my attention is seized immediately by one man. Seated on the front row, directly in front of me is a strikingly young, pale-complexioned man with burning eyes focussed unwaveringly on my face. His expression never changes, and he sits motionless throughout my lecture. I am somewhat disconcerted as I begin to wonder the name on his lapel badge. Dr. Dhoom? Can this be an omen?

### Wednesday

I travel to Vilhara Vilhara to visit a Secondary school. My first task is to navigate the city of Ahmedabad. Traffic on the whole tends to keep to the left, but not bullocks, goats, dogs or pedestrians, who appear to obey unflinching rules of their own. The general effect is rather like an ever crowded fairground with dodgem cars running among the stalls and strolling people and the mixture, being further enriched by random selections from a safari park. Most incredible of all: in all this apparent bedlam, no one is really impatient, aggressive or bad-tempered as in a Western rush hour.

My driver swerves to avoid the few remaining members of the Ahmedabad kamikaze society as we reach the suburb, and once clear of the city there are open stretches of country with barely a soul in sight except along the road. Shrubs, trees and ditches alike sport gaudy flowers as bright as confetti.

As we near our destination we overtake a small procession—a holy man, riding on an elephant, is followed by a group of disciples with painted arms and faces and wearing long gowns. Two of them are playing drums to accompany their singing. The holy man is a small, cherubic figure, perched high above us, in gaudy, ancient clothing like a shop-soled Buddha.

As we approach the town I see crowds gathered and flags and bunting hanging between the trees. But the crowd is there to welcome the holy man as I thought. I am garlanded and anointed by a group of incredibly beautiful girls and then led to the school where all the staff and pupils are assembled. There is a dancing performance, and then I address the

school on their achievement. There is much to praise—the school centres its curriculum on the locality and its needs and the students are a community which produces goods of all kinds, fruit, flowers, vegetables, cloth tools and utensils to sell on its own stalls in the nearby markets. The school also has its own bank where the pupils save and invest in raw materials for their enterprise. The school leaver here is already a young craftsman, farmer, merchant or entrepreneur.

At the University of Vilhara Vilhara I give a lecture to staff and postgraduate students of the education department.

At the University of Vilhara Vilhara I give a lecture to staff and postgraduate students of the education department.

### Thursday

Up at half past five in the morning to travel to Baroda by train. After a hurried unpacking at the hotel I go on to the University to attend the National Conference on Research in School Management and Change. It is my task to be chairman of the first session, which focuses on school management and teacher morale. The conference is very well organized and includes presented papers, critical discussion, and a "think tank".

Later in the day the delights of the city of Baroda call more strongly than the conference, and I play truant from the final session to visit the palace of the Maharajah of Baroda. Both the architecture and the contents of the palace are astounding. I must confess that I feel, when confronted with such an unlimited opulence, that I have no sense of knowing the real taste of the collector: when one can amass paintings, statuary, vases, stained glass, pottery and jewels at will, there appears to be no sense of priorities, and perhaps no real sense of value or taste. The ascent in me longs to see a room somewhere in the palace containing just two or three objects of art which complement each other, but the ultimate effect is that of a king's ransom.

The cynic might point to it as a clear testament to the damage that unlimited wealth and an English public school education can achieve together in a celebration of unbridled, hectic collection and display.

### Friday

Inevitably, up before dawn again to catch the early plane to Bombay, where the heat and humidity slap you in the face as soon as you step out of the plane and each inch of air feels like a hot iron. It has already been breathed a hundred times by others.

The last full day of my stay in India is free for sightseeing and shopping. I spend a leisurely morning choosing kurtas and kurtis for the women in my life (wife and daughter), and some wood carvings for myself.

I am on the third floor of the fine modern building housing the Bank of France when my attention is seized by a small glass case on the wall. The case contains a key, and above it there is a typed notice: "In Case of Fire, remove the key for terrace door, collect connection plank kept behind door on right, place plank on ledge of terrace to connect with next building for safe exit."

Loaded with my spoils I return to my hotel. It is situated at Kemp's corner (no pun intended), my room on the eighth floor has a magnificent view over to the wooded hill of the Towers of Silence, the cemetery of the Parsis. Here, at the top of the Malabar Hill among a wild profusion of acacias, coconuts, banana trees and mimosa are the five towers where the Parsis leave their dead to the vultures. As I gaze from my window to the sinister hill, beneath the brilliant sky of India, above these vivid, luxuriant palms, and flowers, five huge birds begin to circle.

John Elliott-Kemp

The author is principal lecturer in Education Management at Sheffield City Polytechnic.

## THE BRITISH COUNCIL

### UNIVERSITY OF CAPE TOWN SENIOR LECTURER/ LECTURER IN ZOOLOGY

Applications are invited for the above positions. The Department of Zoology, University of Cape Town, Private Bag 77, Rondebosch 7700, Cape Town, South Africa. For consideration, candidates should send a curriculum vitae, list of publications, and three references who can be contacted confidentially.

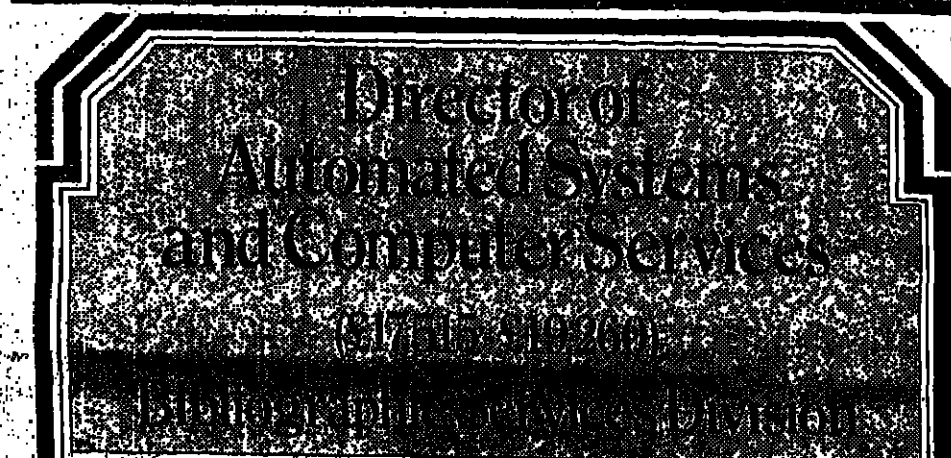
Appointments to take effect on 1st February 1981. The salary scale for the above positions is as follows: SENIOR LECTURER: R12,000 - R15,000 p.a. LECTURER: R8,000 - R10,000 p.a. In addition, a bonus of nearly one month's salary is payable annually.

Further information may be obtained from the Registrar, University of Cape Town, Private Bag 77, Rondebosch 7700, Cape Town, South Africa. The University's policy is not to discriminate on the appointment of staff on the basis of race, religion or colour. Further information may be obtained from the Registrar.

### REMINDER

Copy for classified advertisements in this section should arrive not later than 10.00 a.m. on Monday preceding the date of publication.

## General Vacancies

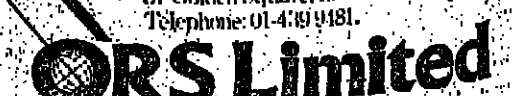


The British Library was established in 1973 as a national centre for reference, study, bibliographic and other information services relating to the humanities, science and technology. The Bibliographic Services Division is one of 3 main operating Divisions; its main function is the provision of bibliographic and information retrieval services for the library community.

A new director post has been established to control all technical and operational aspects of the Division's computer-based services and to play an important co-ordinating role in the work and development of the British Library's Automated Information Service including the planning, marketing, systems development and

computer services functions. Candidates, preferably under 55, must have a knowledge of automated library and information systems and their practical applications. They should preferably have policy level experience in a relevant field. Salary as Curator Grade A within the range £17,615 - £19,260.

Non-contributory pension scheme. For further information and an application form (to be returned by 29 October 1980) write to Civil Service Commission, Alison Link, Basingstoke, Hants RG21 1JL or Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref. G/6457.







may be a necessary price. But eventually, if that first exuberant and almost indecipherable draft is to satisfy the scrutiny of the journal referees or publisher's readers, and if the means of implementing fresh inspiration are to be kept in good repair, then the sources will need to be retraced, the cards refilled and the books put back in their proper places on the shelves.

We are now more conscious of the need to train teachers in higher education, of the scope that exists for audio visual and electronic aids in presentation, of the sensitivities involved in conducting seminars or tutorials. Yet there *does not seem* to be much emphasis on the everyday tasks that students and teachers face in organizing their workload, devising information systems relevant to their needs and building up a personal resource information that will have a significant impact on their teaching and the courses of study in which they participate. Some useful books on study skills do exist. How many teachers or lecturers take the trouble to draw students attention to these, to encourage working practices that maximise present understanding, conceptual and learning skills, and ideas for the future use and facilitate the eventual production of examination answers, practical performances, dissertations and theses? Few undergraduates seem to have acquired such skills from their school days. The useful postgraduate seminars on study skills seldom appear in many places. We seldom appear to deal with such mundane matters as generating a card file, storing and retrieving offprints and papers or maintaining a cumulative bibliography. Yet I doubt if the contempt displayed for anything that is not "high" within Education Departments are called "tips for teachers" is really justified.

Offered and attended to at the right moment, such tips can save years of trial and error and establish good practices which serve for a life time. Many are embossed on the inside of the cover. So embossed, however, we often fail to mention them to students or colleagues for fear of stating the obvious. My own card file (eight by fifteen inch) author, date, title, publisher on the top lines; quotes indented; notes in self in square brackets, etc. (etc) was not begun until long after I had begun my bibliography. I have since my bibliography followed ever later. It was, several years ago, when I was doing the index for the *Journal of the American Society for the History of Medicine*, after every quote in each draft, to be transferred at final draft stage to the end-of-chapter or end-of-volume bibliography. I was surprised to find that the "real-time" period for a new lecture or course or article or book, of understanding systematic search of the existing card file, and the transfer of relevant entries into a current project box; the use of separate sources or areas or filing drawer sections for current use; the use of separate cutting off print photographs; the notes to oneself for subsequent sorting and use. Deliberate re-organizing the contents of embossed project boxes or a section of existing alphabetical or subject files can be a productive exercise and should be available to all.

All these are simple, even trivial aspects of what in an appendix to his *The Sociological Imagination* C. Wright Mills rightly called "intellectual craftsmanship." But in the 1950s, when the term was first coined, it connotes a more than a little repons reading today, just as much as the book to which it was applied. Intellectual craftsmanship compasses much more than knowing how to take notes and keep a file; it knows to read, to write, to edit. Richard, of course, has to learn to be learnt, as does the capable to use and appreciate working English, to love and enjoy working and through libraries, and to the of what went from the chaff: the field of electronic information processing.

Yet ultimately, whatever the value of conference and seminar, of lecture and serendipitous rary browsing, much of the work remaining to be done is on the level of the old-fashioned school, with pen in hand or keyboard at finger tip, in the face of copy or projected print, where academic has tools to acquire, learn to use and to maintain. Good reports, just as good as those of the past. One gives such acquisition, learning and maintenance is perhaps more important in lean times than in good. It should not be ashamed to state, share the apparently obvious and on the simplest tip, as for the older joke, there is for everyone a first time of hearing!

"Look, Mrs. Beddows, I'm not a  
man to stand on ceremony. Let me  
come straight to the point. Tell you  
what I'll do. You deliver your kid  
to this department on Monday,  
October 6, and there's 50 quid in  
notes straight into your handbag and  
no questions asked. And while we're  
about it I'll throw in a guaranteed  
front row seat on degree day. Have  
you not a taste?"

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For instance in a standard and authoritative work such as Taylor's *Introduction to Functional Analysis* we read: "Suppose there is some rule whereby to each element  $x \in X$ , corresponds a uniquely determined element  $y \in Y$ ." Ob-

deemed appropriate to review a book of Frege's can be thus confused there are very strong reasons indeed for avoiding a translation that could create such a confusion.

Yours faithfully,  
ROGER WHITE

home town to Torun, there  
whole enterprise named  
nik", manufacturing, among  
things, chocolate biscuits. I  
wrapper to prove it.  
You're faithfully,  
ANDREW BELSEY,

any reflect the Department's recognition that the situation is far more complex than five years ago, simply that ACSST's proceeding is more public nowadays.

It is to be hoped that it is the former reason rather than the latter because the situation is indeed

It is far from clear that these two messages have penetrated sufficiently into the DES. The danger exists that the Department may still continue to regulate the overall scale

It would be encouraging to feel that the new ASCET would be able and willing to accept this wider and more hopeful frame of reference, although it is difficult to feel much confidence so far. But a reformer ASCET really needs a reformer

new work is getting done, when things are going well, the impetus that drives on pen or typewriter, flogger, and which covers all available surfaces with discarded drafts, used notes and index cards, and thrust aside volumes, ultimately exacts its price in lost reference, and unchecked mutations. The

such acquisition, featuring the maintenance is perhaps more important in lean times than in good. We should not be ashamed to state and share the apparently obvious with our students and our colleagues. For the simplest tip, as for the oldest joke, there is for everyone a first time of hearing.

The original Advisory Committee than during the great contraction. concentration of teachers

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acquisition, learning and communication is perhaps more important in lean times than in good. We could not be ashamed to state and share the apparently obvious with our students and our colleagues. Or the simplest tip, as for the best joke, there is, for everyone (first time of hearing):

الحمد لله رب العالمين